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ABSTRACT

The Center for Education Statistics conducted the 1985-86 private school study to collect data on private elementary and secondary schools and teachers within these schools. This is the first national study to collect information directly from private school teachers. Representatives of the private school community helped develop the study questionnaires, and several private school organizations endorsed the study and helped with data collection. The study was a multistage probability sample of American private schools in existence since 1983, the time of the last study. Teachers were randomly selected from sampled schools by telephone, with an average of six teachers per school. Of the 1,387 eligible schools, responses were obtained from 1,174, or 85 percent. A total of 5,295 teacher questionnaires were completed, for a 76 percent response rate. The school questionnaire collected data on religious orientation, enrollment by grade level, teacher salaries, number of paid and volunteer staff, tuition, types of programs, public funding, attendance requirements, and years of operation. Additionally, secondary school participants answered questions regarding graduation requirements, advanced placement programs, 1984-85 graduates, and standardized test scores. The teacher questionnaire obtained data on education and training, teaching experience, full- or part-time status, teaching assignment, hours spent on school-related activities, salary, opinions on educational goals and progress, and demographics. A survey form and 30 tables are included. (MLH)

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Education Data Tabulations

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The National Survey of Private Schools, 1985-86

Early Tabulations

October 1986

EA 019 155

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

CENTER FOR EDUCATION STATISTICS

OCT 21 1986

Dear Colleague:

I am pleased to send you the second in our new series of advance publications on education statistics, E.D. TABS. This report includes early tabulations from the National Survey of Private Schools, 1985-86. The tabulations and figures are prefaced by a description of the survey methodology, indicating what the limitations are on the data and describing sampling variation briefly; the tables conclude with a copy of the questionnaire used to collect the data. This report includes no interpretation or highlights of findings, nor does it provide cross references to other data.

Interested readers will find some anomalies in these tabulations if they refer to other data sources. For example, if one compares the preliminary results of this study to the same survey conducted by the Center in 1983, the number of Catholic schools appears to have increased, but enrollment in Catholic schools appears to have declined. These differences are not significant; the sampling variation is too large to justify drawing any conclusion about these changes. Nonetheless, they are evocative because one should question how such a result could occur within the same sample. Further study may show that school consolidations are the reason, or there may be some other phenomenon occurring. We invite review and questioning of the data and the results so we can share a fuller understanding of the data on private schools.

The purpose of this report is to make preliminary data available from the survey; it is only an excerpt of what will be available on the full public use data tape. Interested users are encouraged to begin their own analyses and to place orders for copies of the data tape. The Center will be publishing brief bulletins and full reports in the coming months. An announcement will also be made of data tape availability.

I hope you share my enthusiasm and interest in this report; I would appreciate receiving any comments or questions you may have on its content.

Sincerely,

Emerson J. Elliott
Director

WASHINGTON, D.C. 20208

Contact: Jeffrey Williams
(202) 626-9002

1985-86 Private School Study
Fact Sheet

The Center for Education Statistics (CES) conducted the 1985-86 Private School Study to collect data on private elementary and secondary schools and teachers within those schools. Survey operations were performed by Westat, Inc. under contract to CES. This is the first national study to collect information directly from private school teachers. By collecting information from both schools and teachers within those schools, the study allows analysis of teacher data by school characteristics. Analysis of private school teachers' responses by such school characteristics as religious orientation and grade level greatly enhances the study results.

Representatives of the community of private schools were involved in the development of study questionnaires. Private school organizations including the Council for American Private Education (CAPE) and the National Catholic Educational Association (NCEA) endorsed the study and assisted with data collection.

Sample Design

The study was a multi-stage probability sample of private schools across the United States. The first stage was the sampling of 75 areas, and the second stage was the selection of schools within the sampled areas. Finally, teachers were randomly selected from the sampled schools through telephone contact, with an average of 6 teachers per school.

The schools within the areas were drawn from lists of schools created in the same sample areas for the 1983 Private School Survey. Since the lists were not updated, schools established after 1983 were not generally eligible for sampling. The estimates for the 1985-86 Study are valid for schools that were in existence in 1983. A few estimates contain extrapolations for newly established schools (based on assumptions made from 1983 survey data).

Data Collection Procedures

During the fall of 1985, the principal of each sampled school was contacted to obtain the school's participation in the study and to sample up to ten teachers at the school. During January 1986, questionnaires were mailed to schools and teachers. Followup for questionnaire and item nonresponse was conducted during the spring of 1986. Item nonresponse not resolved during followup was imputed.

CS 87-301

School and Teacher Definitions

To be included in the study, a school had to meet the following criteria: it was privately administered, offered instruction at first grade level or above, required attendance at least four hours per day and at least 160 days per year, and was not located in a private home used as a residence.

Included in the study as teachers were all persons employed by the school full or part time whose duties included some teaching. Excluded were teachers paid by public agencies, itinerant teachers, unpaid volunteers, and teacher aides.

Response Rates

Of the 1,387 eligible schools, responses were obtained from 1,174 (85 percent). A total of 5,295 teacher questionnaires were completed, for a teacher response rate of 76 percent.

Type of Data Collected

The school questionnaire was designed to collect data for the 1985-86 school year in the following areas:

- Religious orientation,
- Enrollment by grade level,
- Teacher salaries,
- Number of paid and volunteer staff,
- Tuition,
- Types of programs offered,
- Public funding,
- Attendance requirements, and
- Years of operation.

In addition, a series of questions were completed by schools serving secondary students. These questions obtained information on 1985-86 graduation requirements and advanced placement programs, and 1984-85 graduates and standardized test scores.

The teacher questionnaire was designed to collect data in the following areas:

- Education and training,
- Years of teaching experience,
- Full or part time status,
- Teaching assignment,
- Hours spent on school-related activities,
- Salary,
- Opinions on education goals and problems, and
- Demographics.

Estimates and Sampling Errors

A very few key estimates are shown in the table below. Since the estimates were obtained from a sample of schools and teachers, they are subject to sampling variation. An estimate of the magnitude of this is the coefficient of variation, calculated as the standard error of the estimate expressed as a percent of the estimate. Estimated coefficients of variation for a selection of the estimates in this report are shown in parentheses in the table below.

	Schools	Enrollment	Teachers
Total	25,600 (5%)	5,982,000 (6%)	404,000 (7%)
Orientation		(In percents of total)	
Catholic	39% (6%)	60% (4%)	46% (6%)
Other religious	42% (7%)	26% (8%)	31% (7%)
Nonsectarian	19% (16%)	14% (16%)	23% (14%)

NOTE.--Estimates are not adjusted for schools established since 1983-84.

Nonsampling Error

Survey estimates are subject to errors of reporting and errors made in the collection of the data. These errors, called nonsampling errors, can sometimes bias the data. While general sampling theory can be used to determine how to estimate the sampling variability of an estimate, nonsampling errors are not easy to measure and usually require either an experiment to be conducted as part of the data collection procedure or use of data external to the study. Such studies are part of an ongoing effort to quantify problems in the data and to correct data collection procedures to eliminate or minimize biases that may enter the estimates. Separate reports on sources and measures of nonsampling error will be issued.

1985-86 PRIVATE SCHOOL STUDY

Charts and Graphs

October, 1986

Private School Study

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Based on full-time teachers with some salary; N = 334,000.

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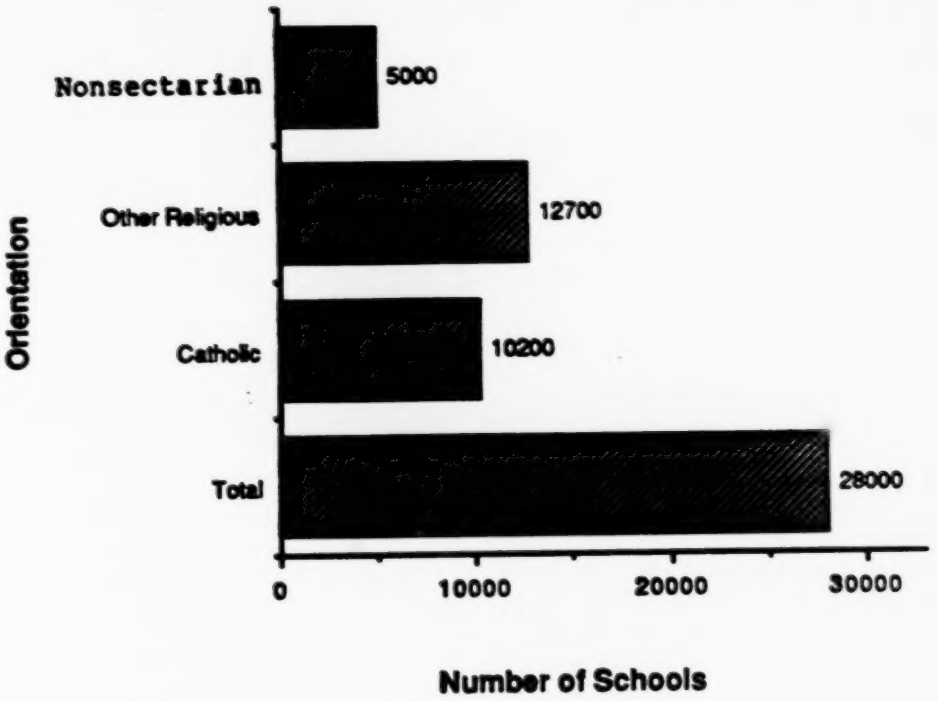


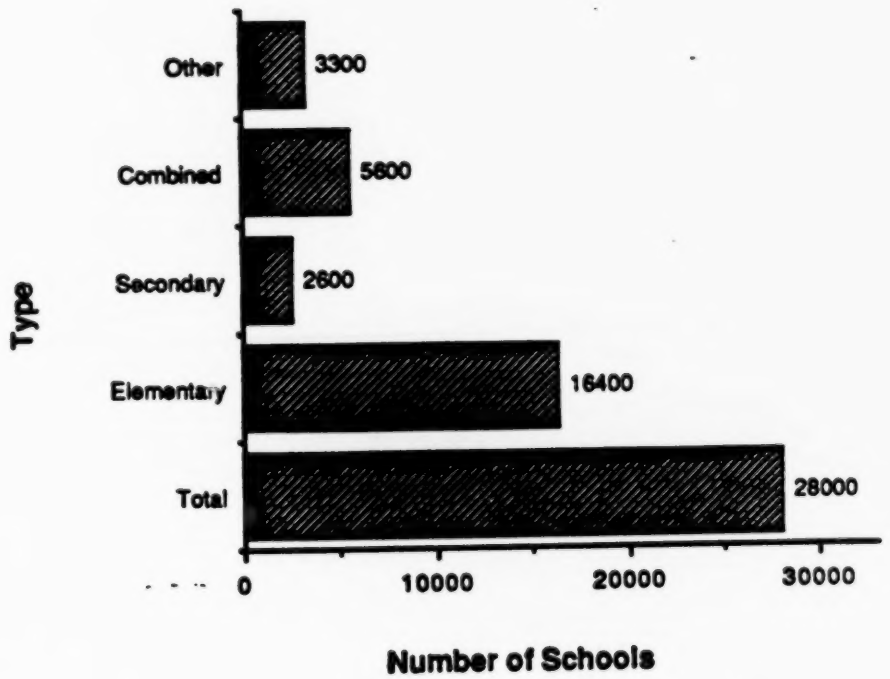
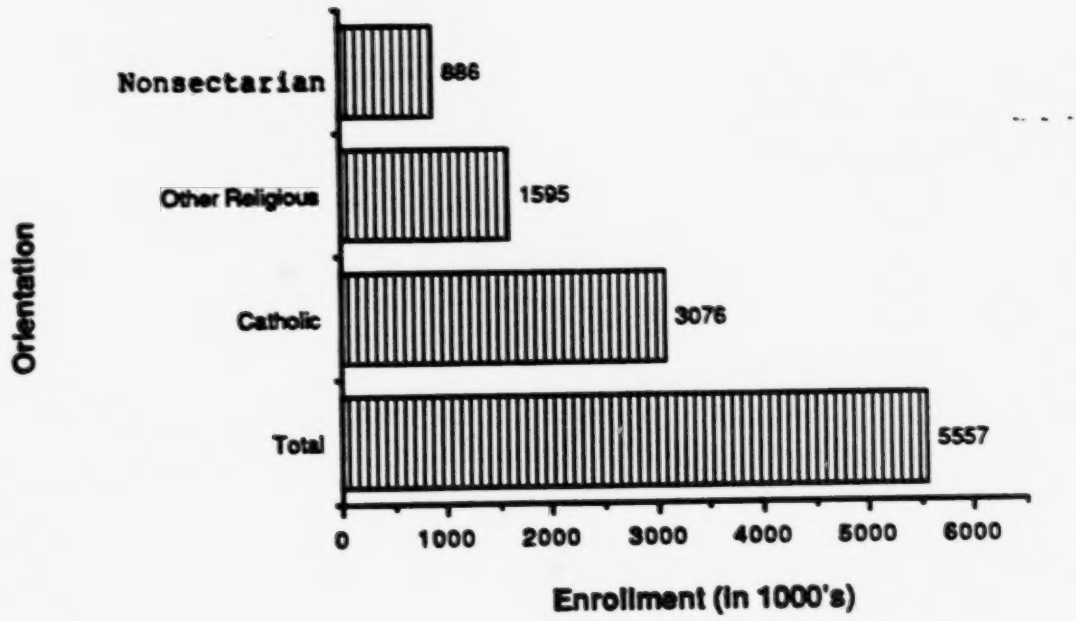
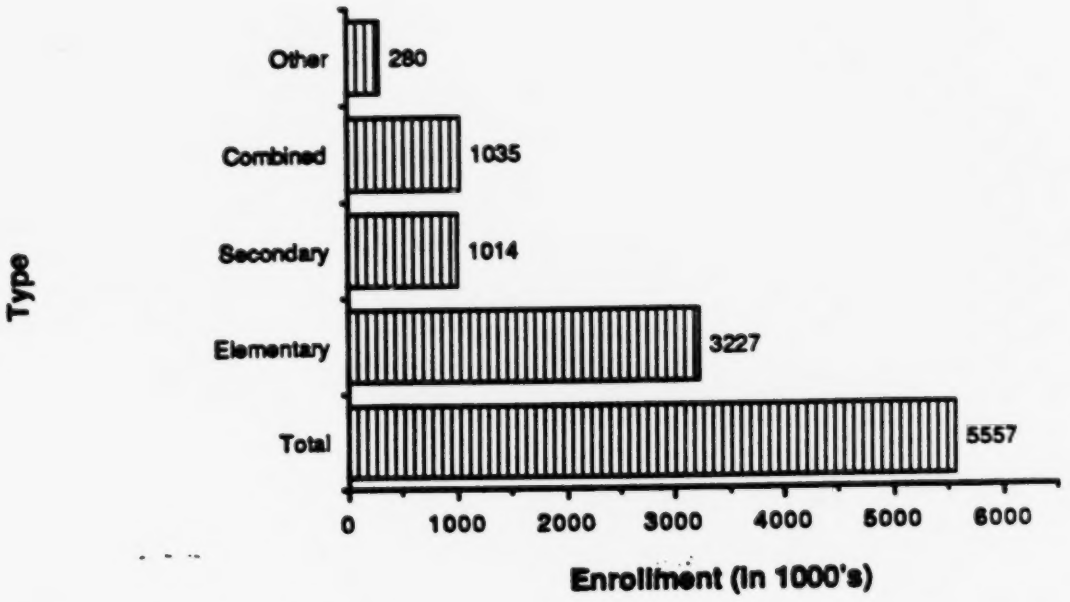


Fig. 1. Number of private schools in 1985-86, by orientation and type/level

Data have been adjusted for assumed growth since 1983

NOTE.--Details may not add to totals because of rounding.





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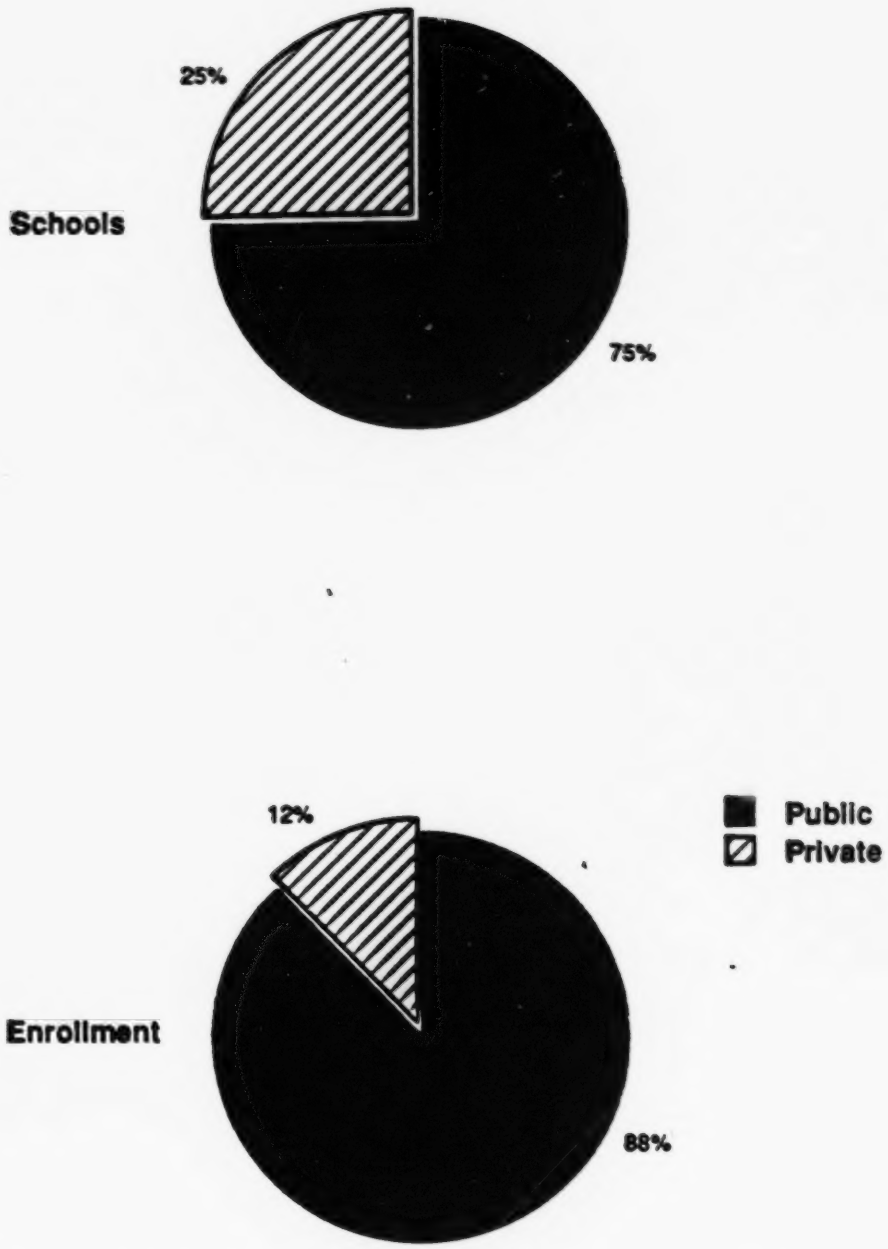
Data have been adjusted for assumed growth since 1983

NOTE.--Details may not add to totals because of rounding.



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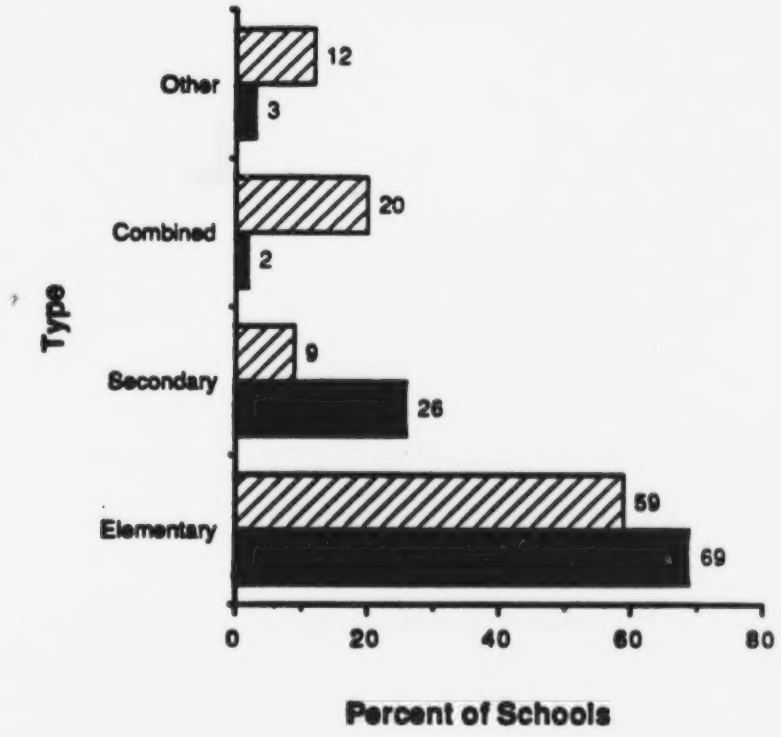
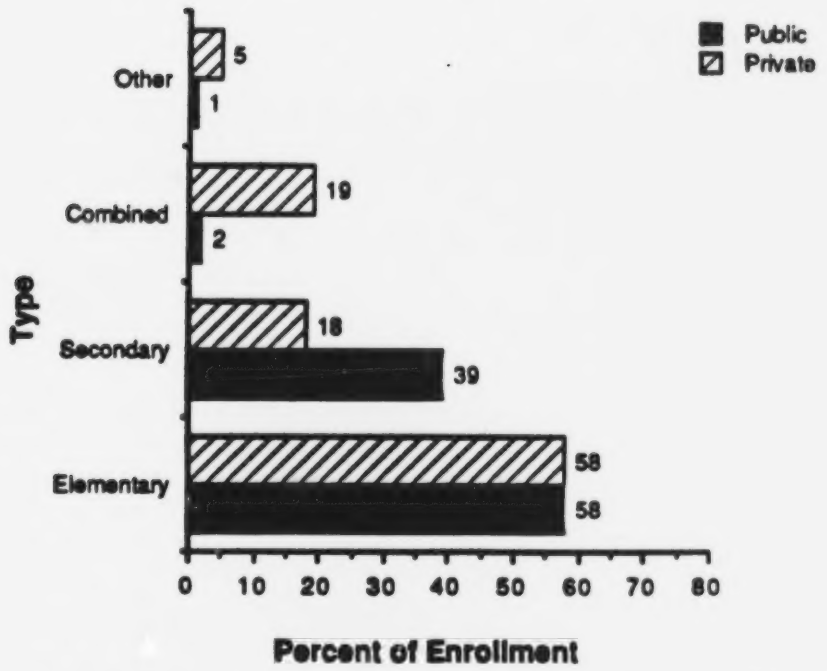
Data for private schools have been adjusted for assumed growth since 1983.

Source of public school data - Common Core of Data, 1984-85

Public School Universe - Center for Education Statistics





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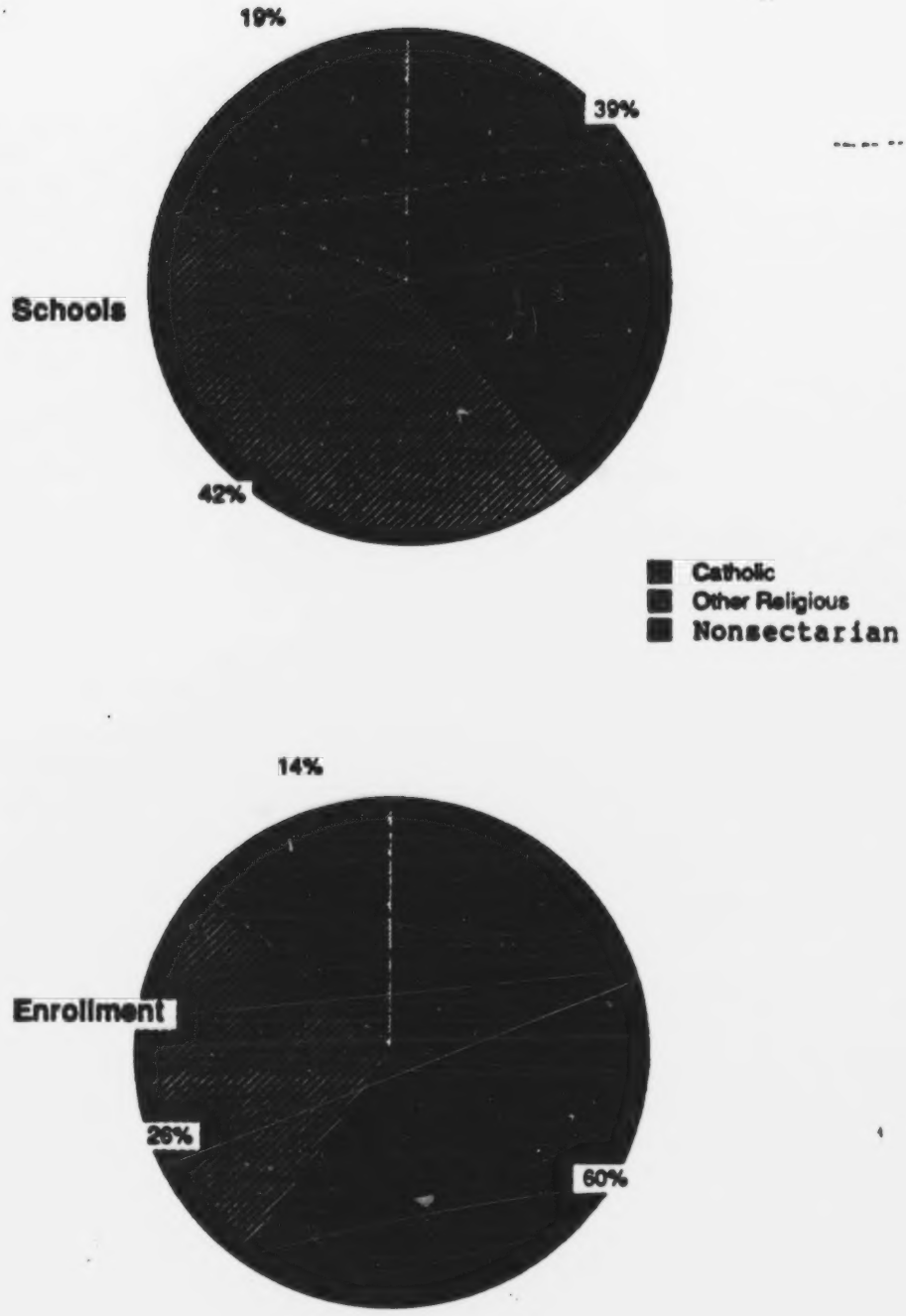

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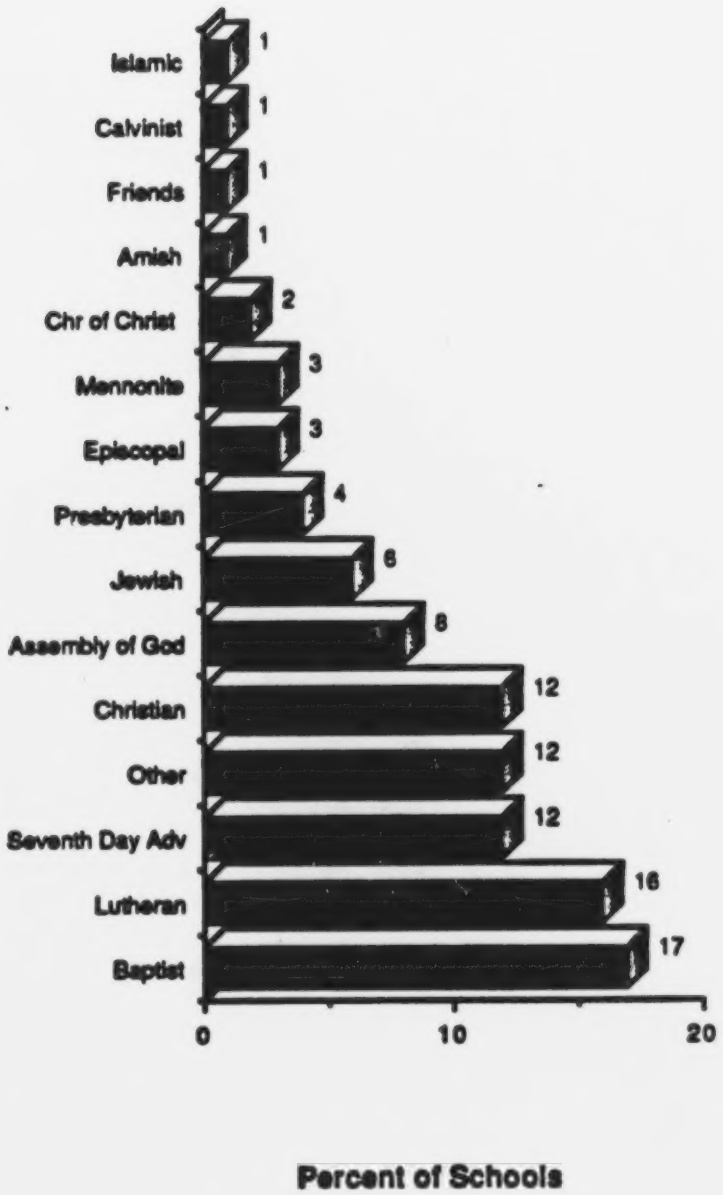

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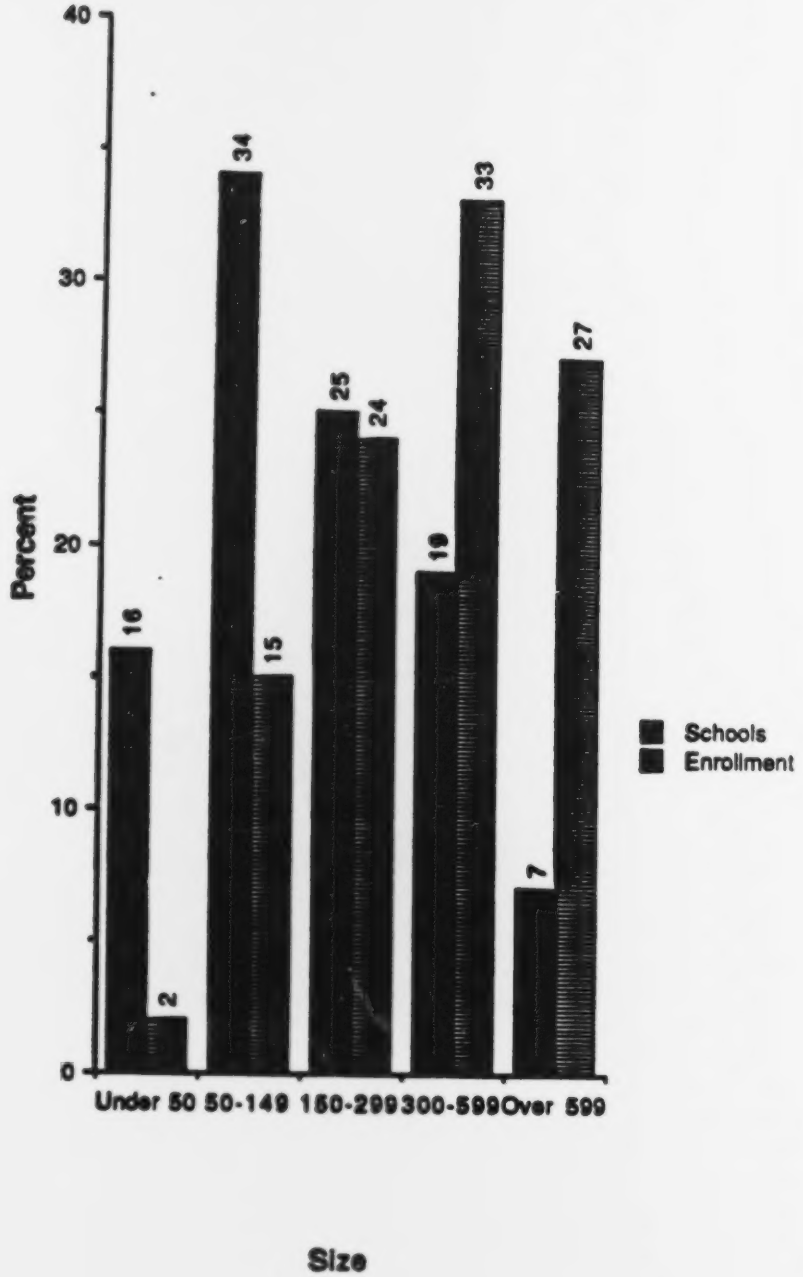
Note - Percents may not add to 100 because of rounding.



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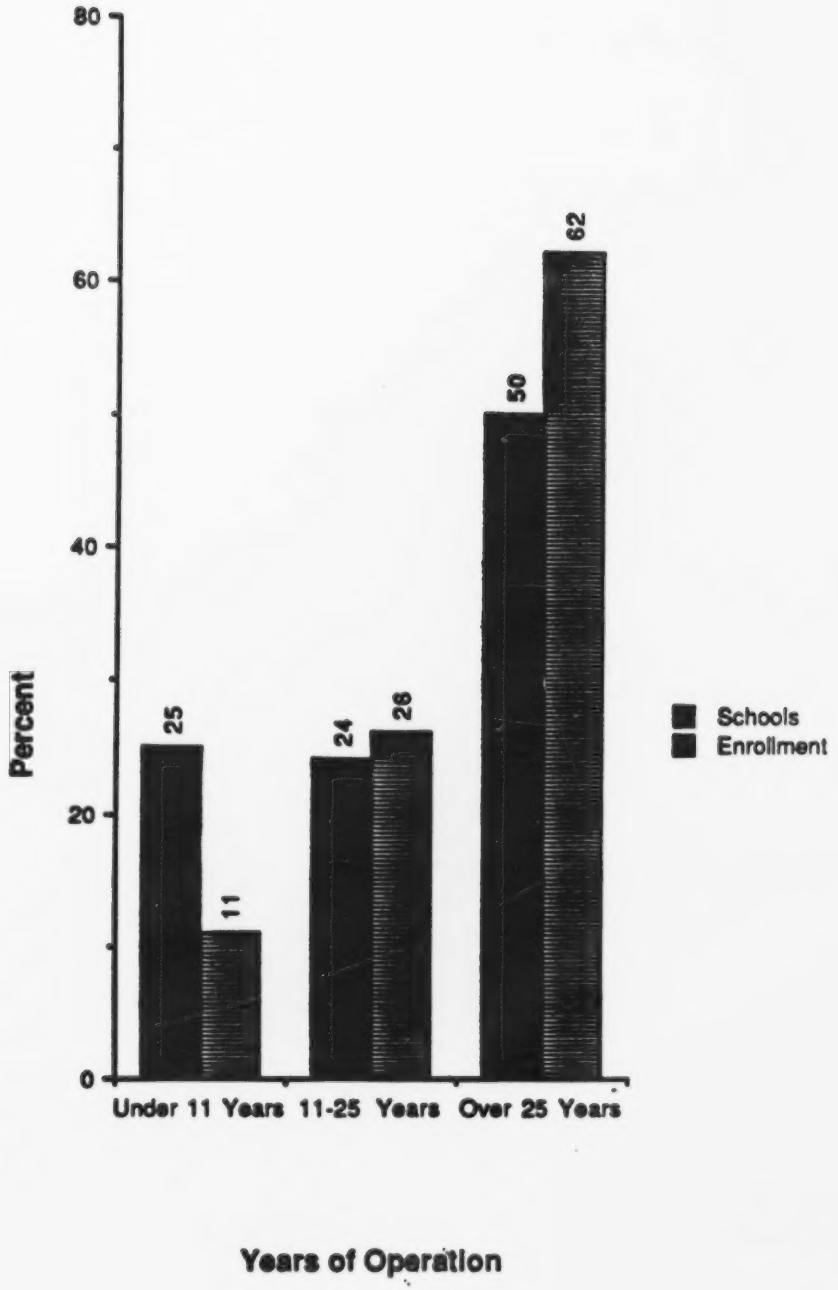

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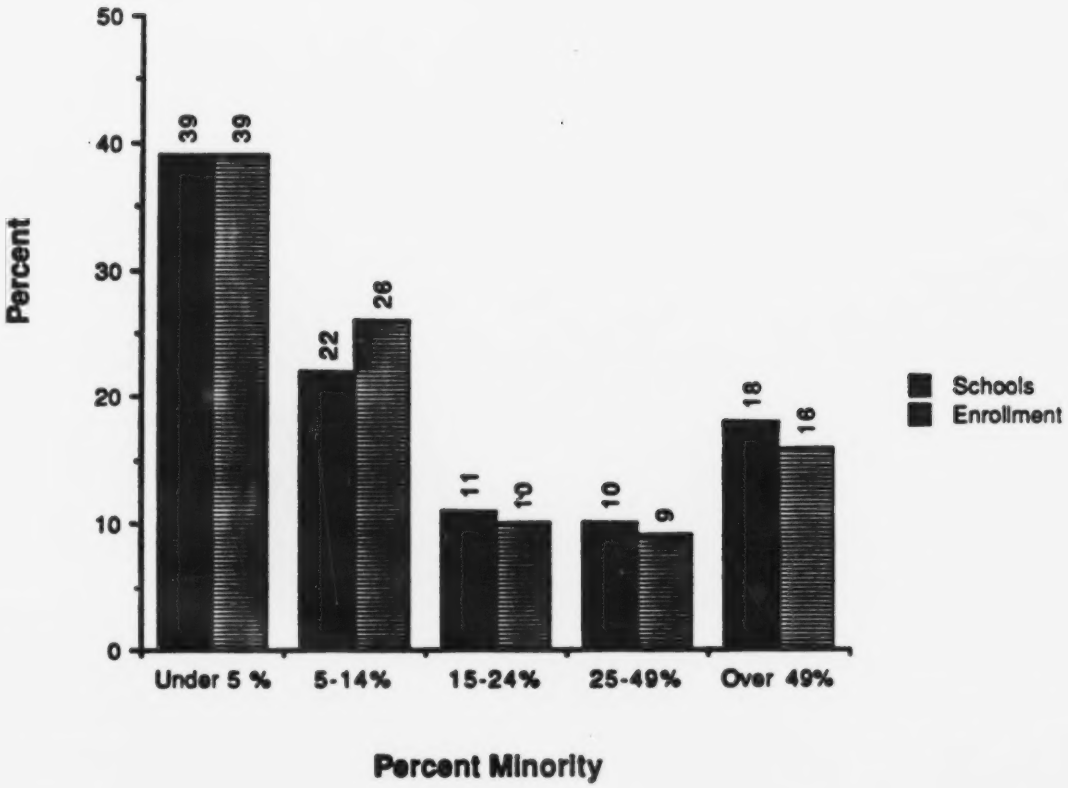

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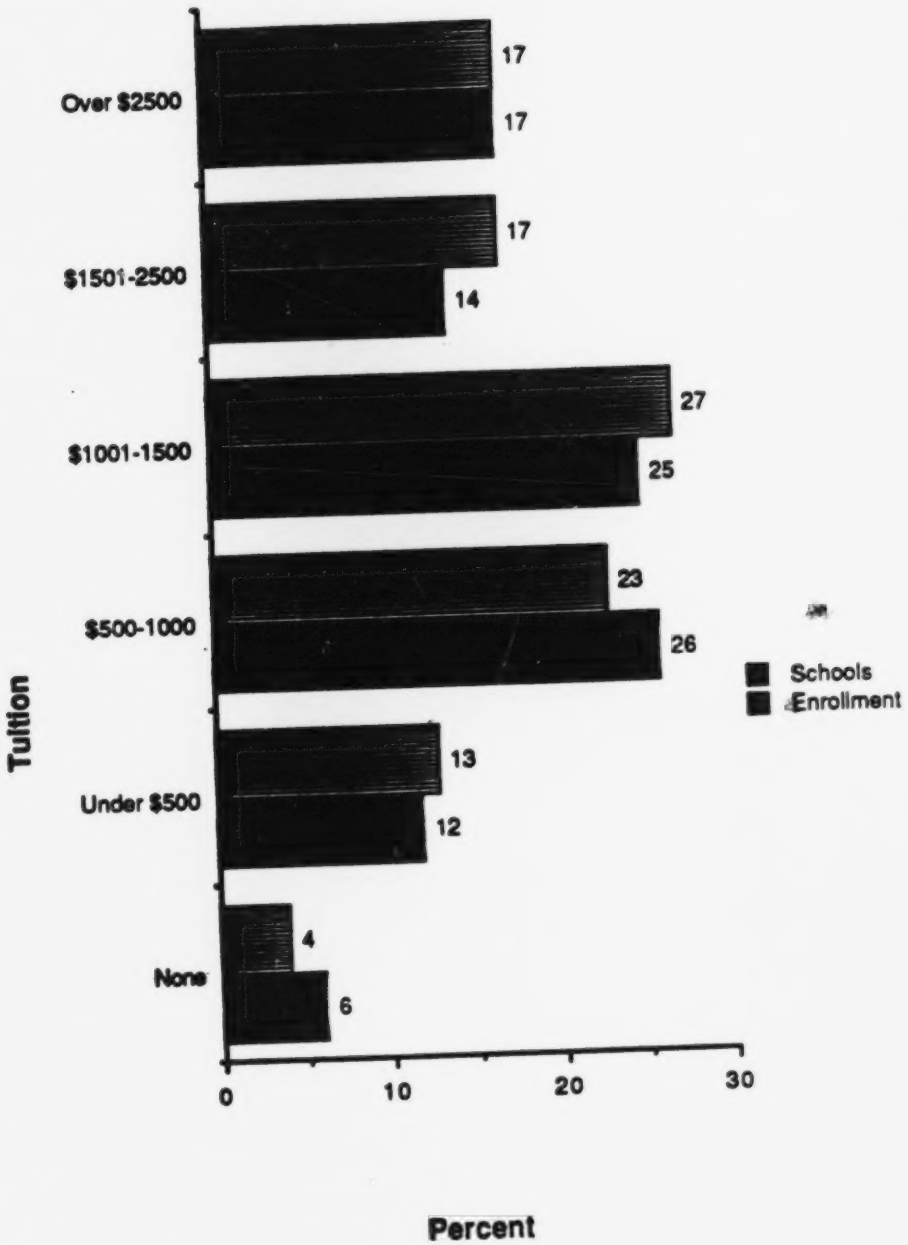

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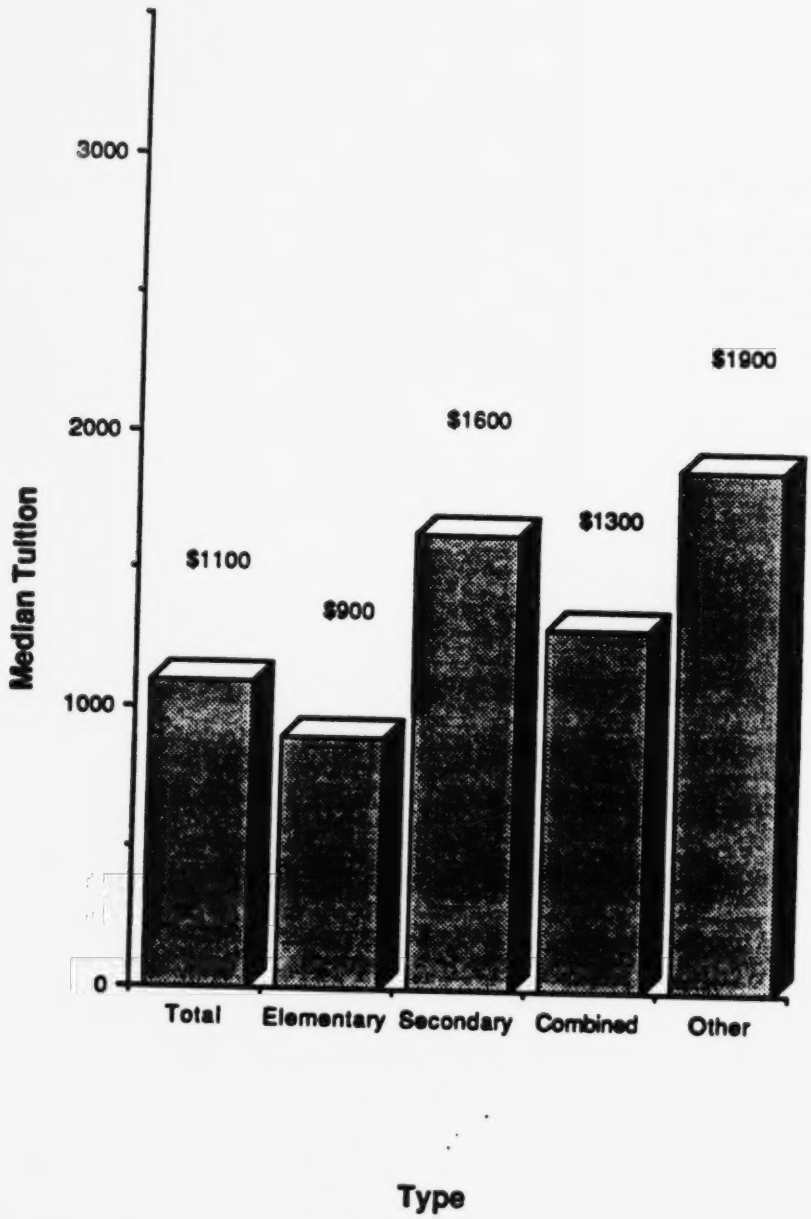
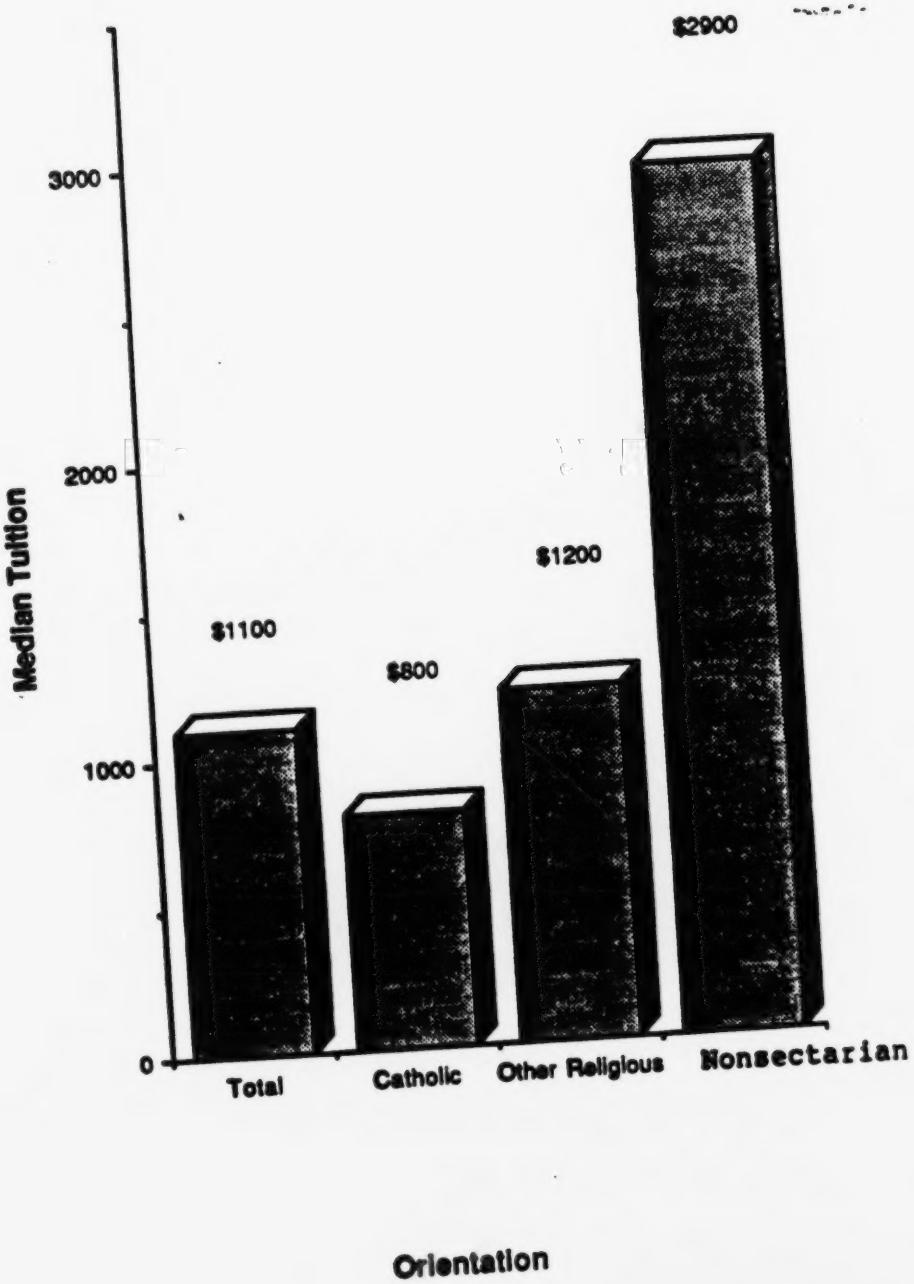


Fig. 11. Median tuition in private schools, by type/level: 1985-86

Includes schools that charged no tuition.



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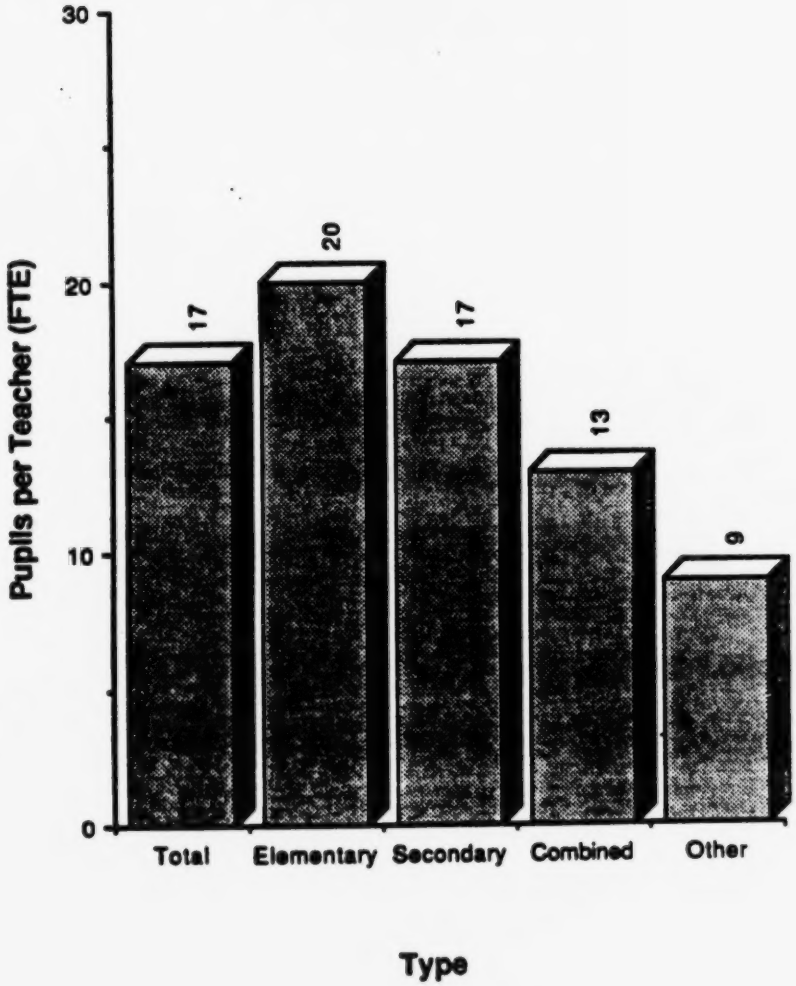

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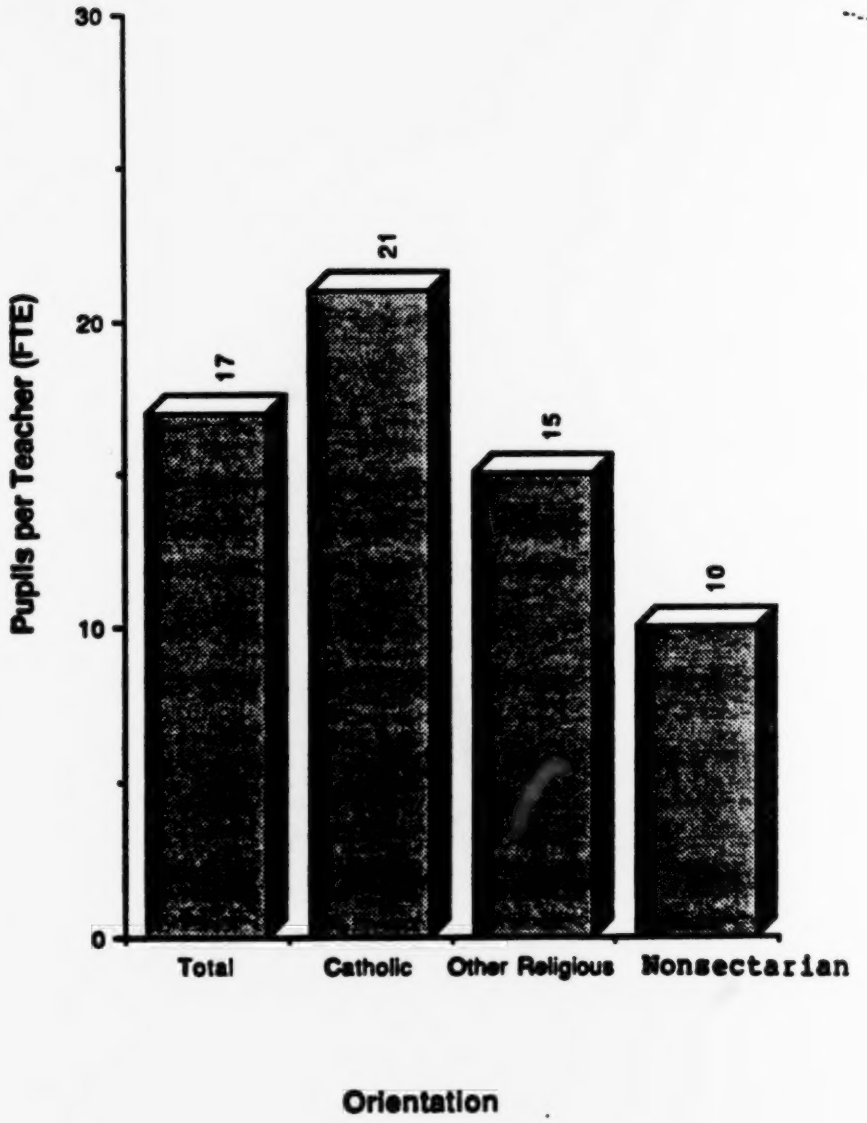

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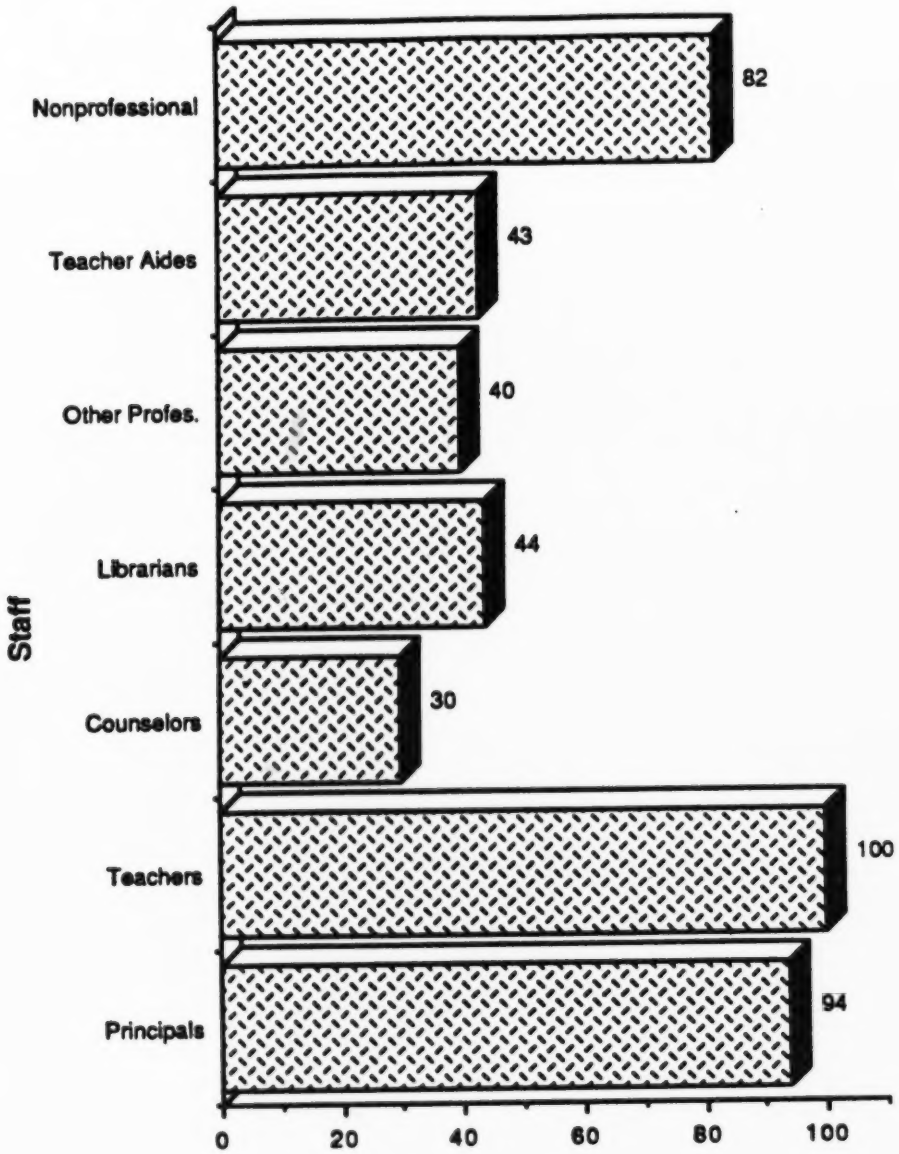

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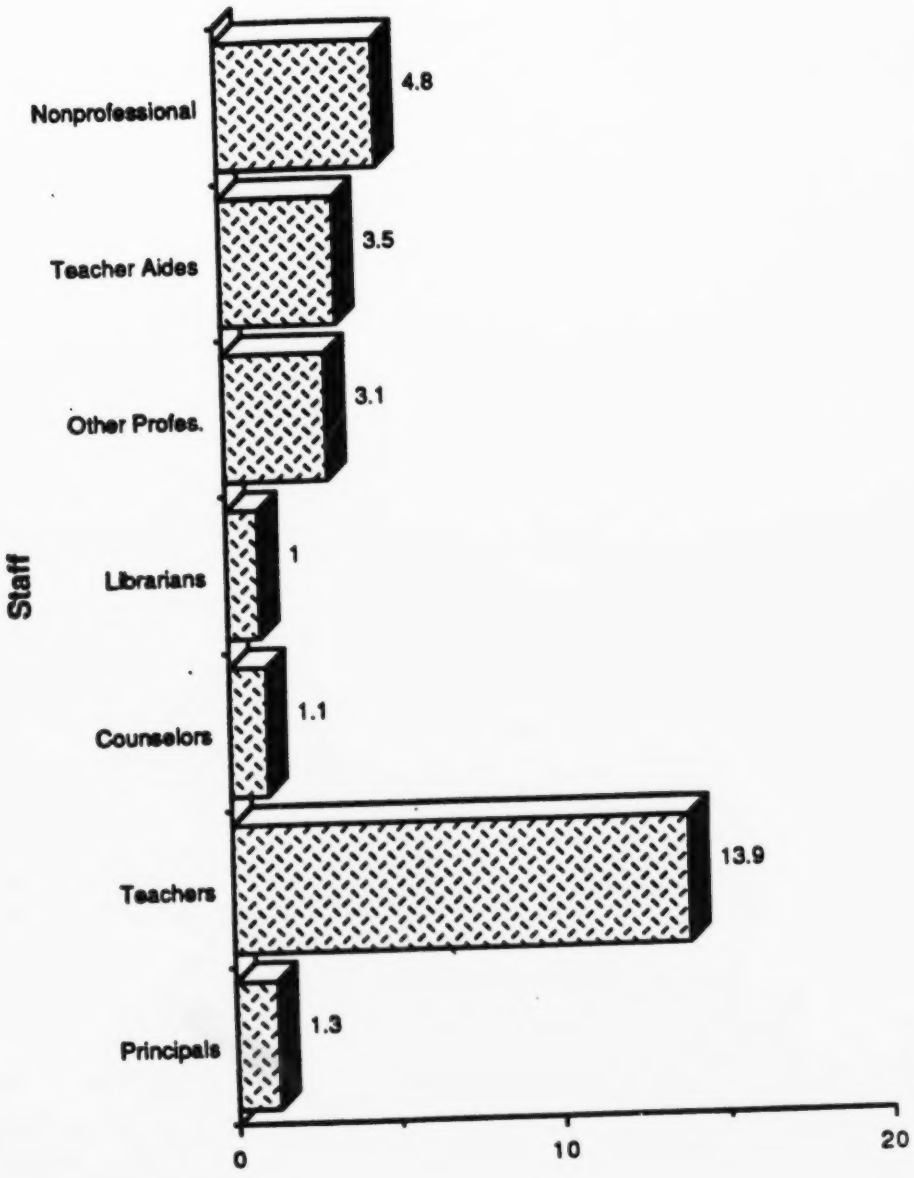
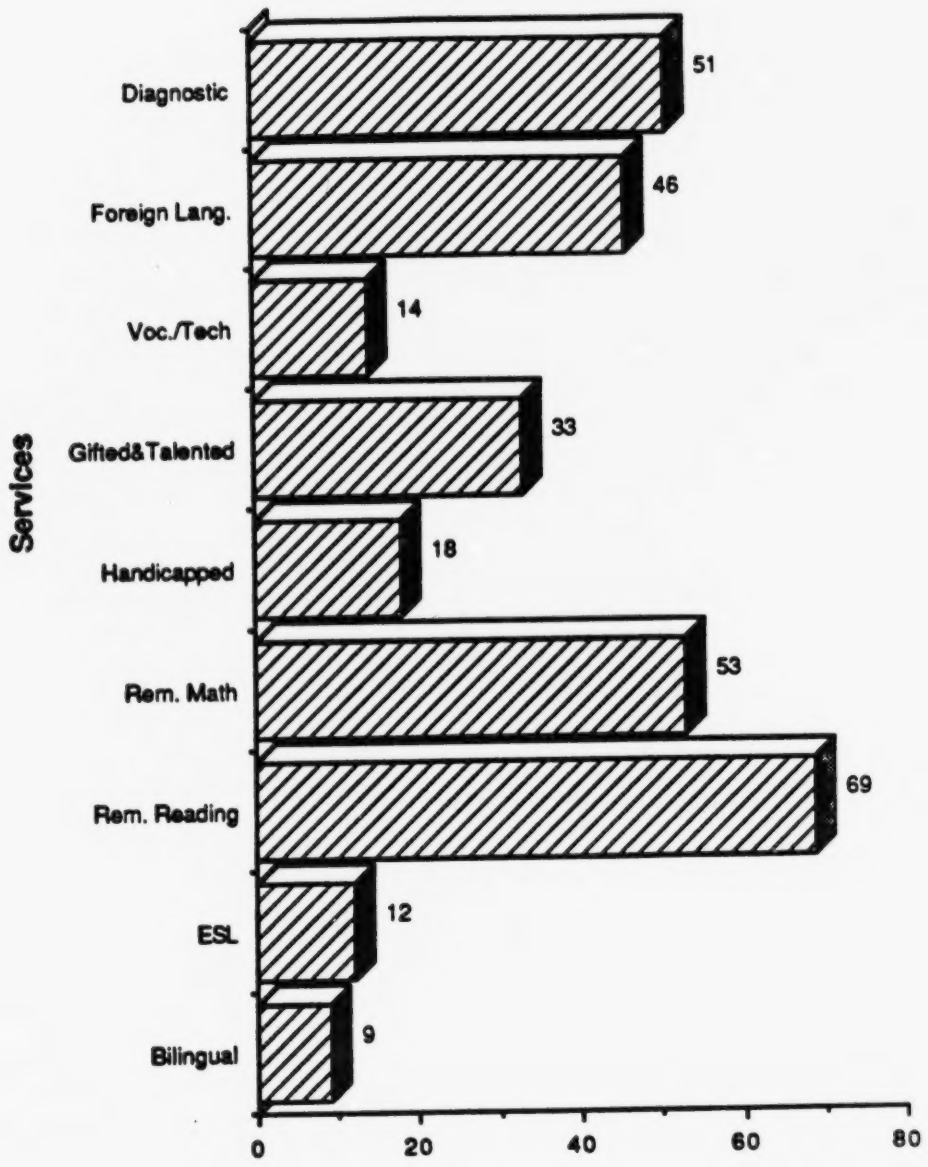


Fig. 16. Mean number of F.T.E. staff in private schools: 1985-86

(in schools reporting this type of staff)



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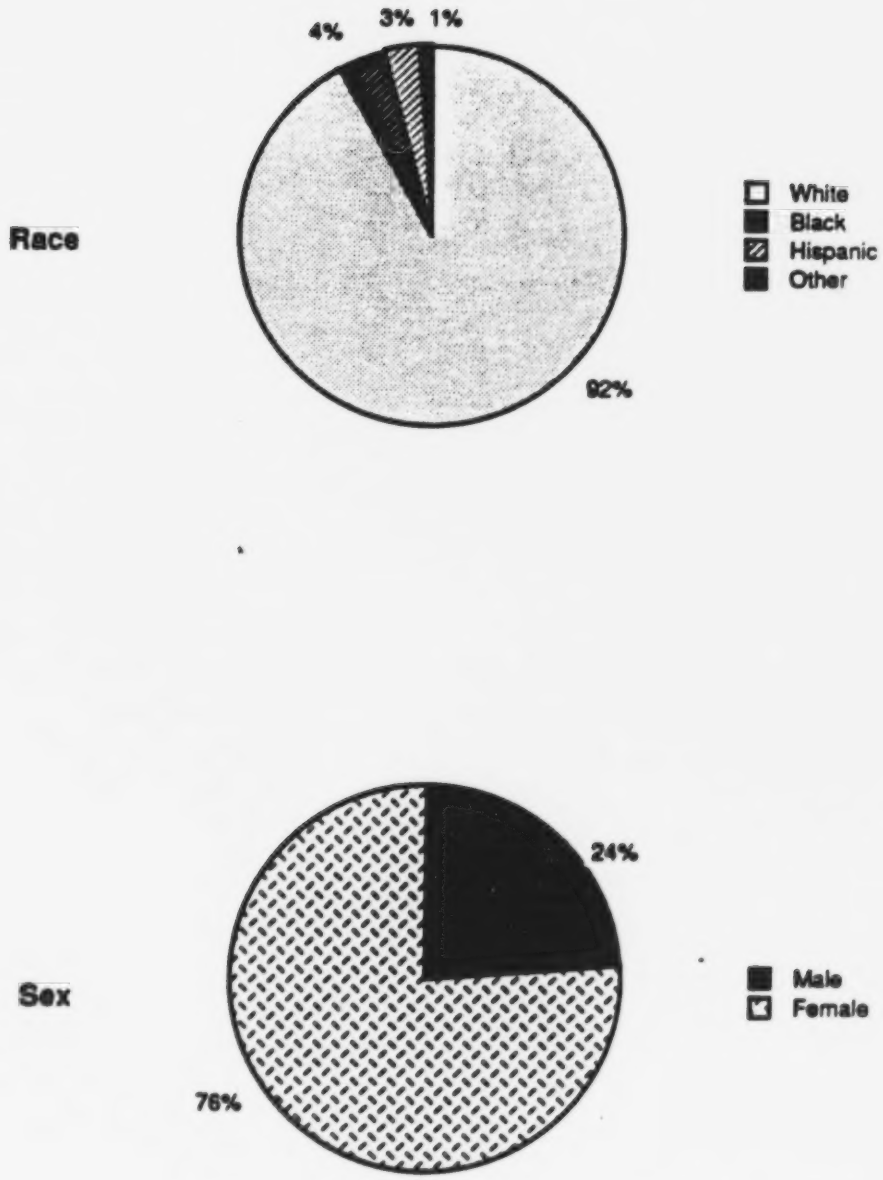
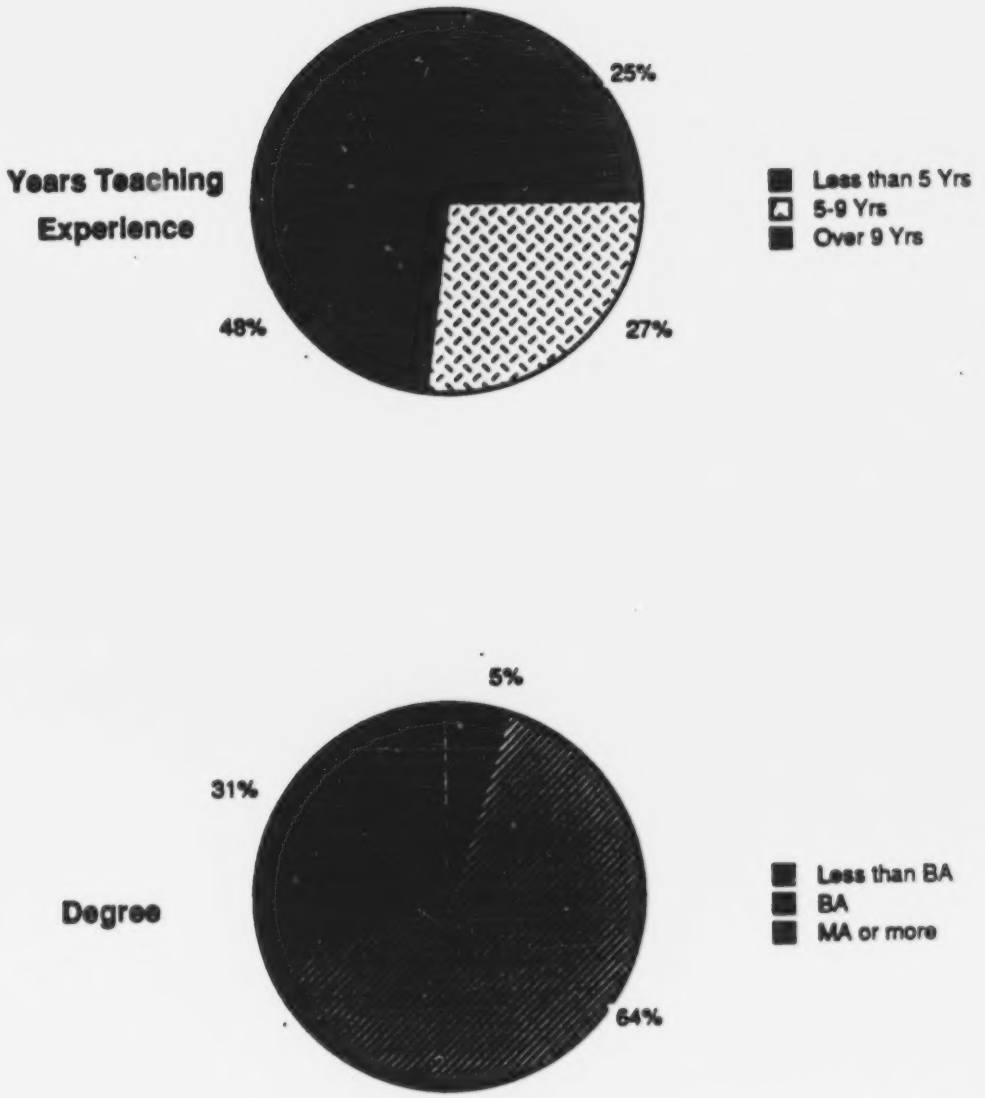


Fig. 18. Percent of private school teachers, by race/ethnicity and sex: 1985-86 (N = 404,000)



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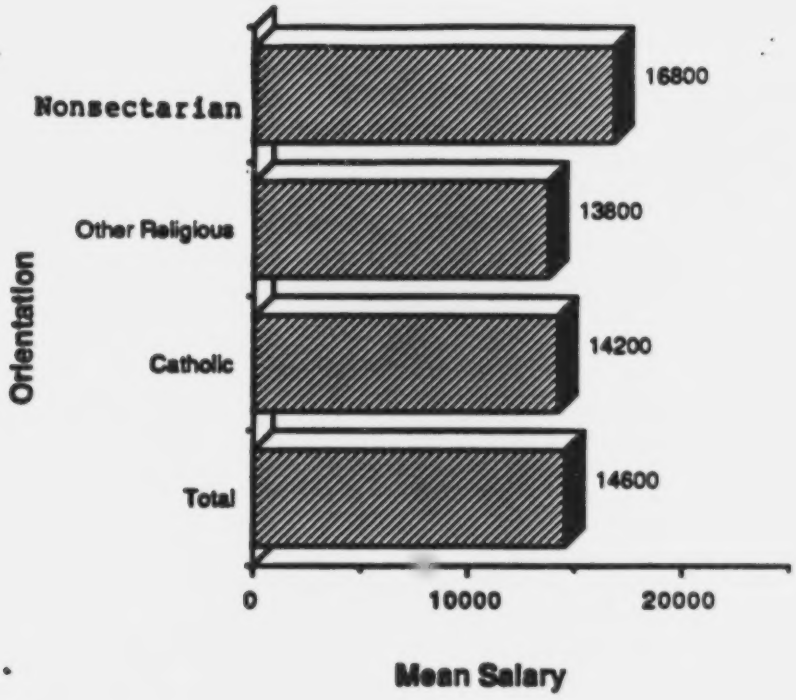

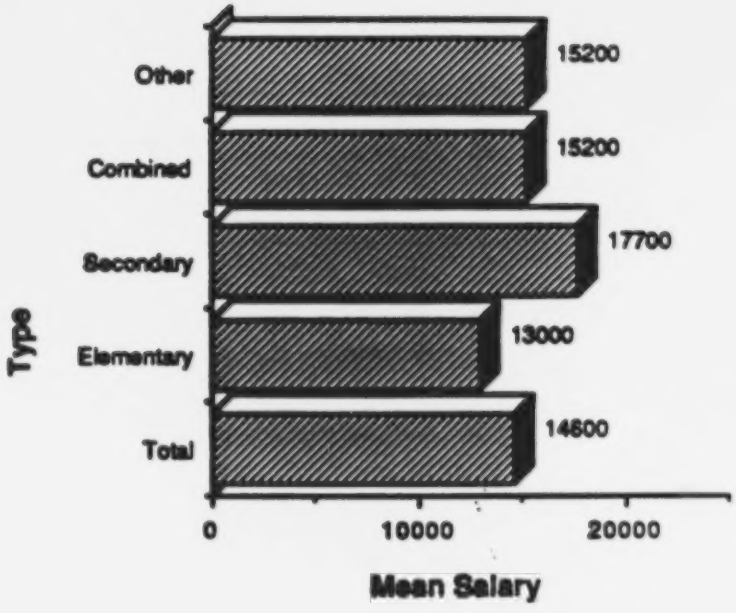

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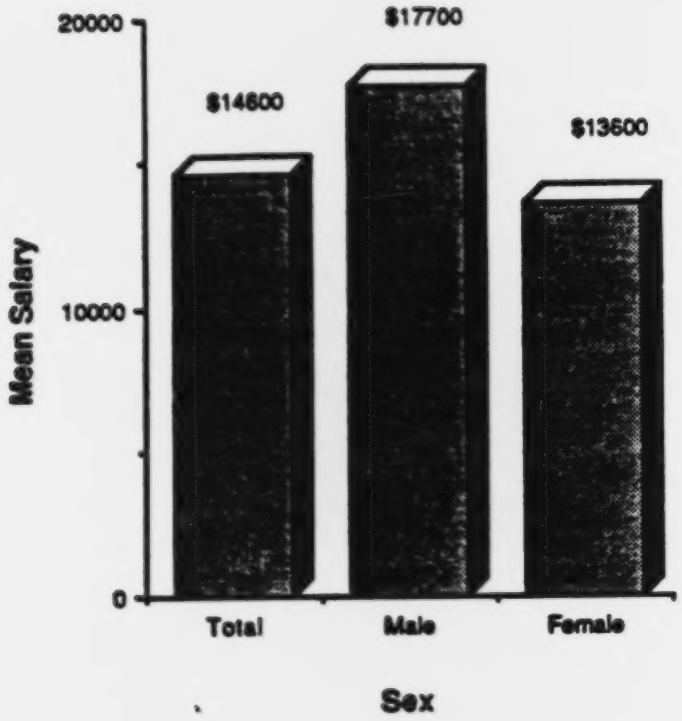
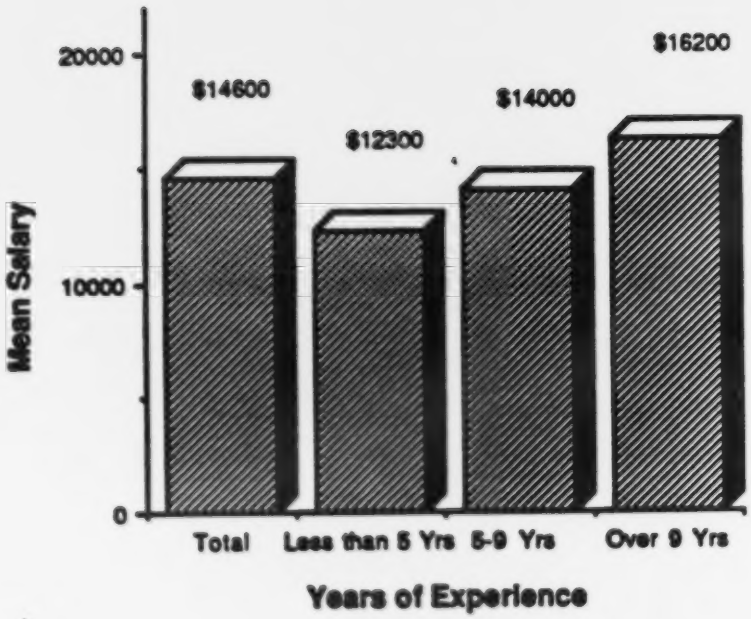
Based on full-time teachers with some salary; N = 334,000.





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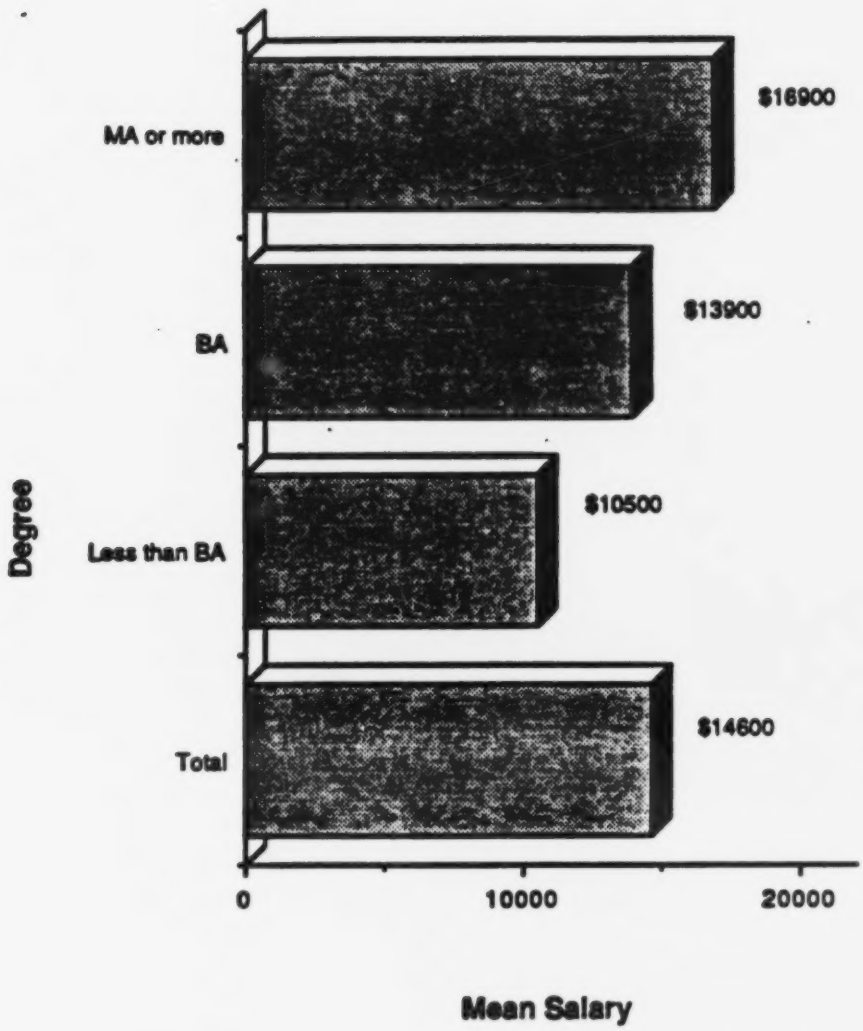

Fig. 22. Mean salary (base salary plus additional compensation for extra activities) of private school teachers, by highest degree: 1985-86

Based on full-time teachers with some salary; N = 334,000.

PRIVATE SCHOOL STUDY

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PRIVATE SCHOOL STUDY

School Tables

Table 1.--Number of public and private schools and their enrollment, by instructional type/level: United States, 1985-86

Type/level[1]	Total		Public[2]		Private[3]	
	Number	Percent	Number	Percent	Number	Percent
			Schools			
Total.....	110,300	100	82,400	100	28,000	100
Elementary.....	72,900	66	56,500	69	16,400	59
Secondary.....	24,200	22	21,600	26	2,600	9
Combined.....	7,400	7	1,800	2	5,600	20
Other.....	5,800	5	2,500	3	3,300	12
			Enrollment (in thousands)			
Total.....	45,072	100	39,515	100	5,557	100
Elementary.....	25,966	58	22,739	58	3,227	58
Secondary.....	16,605	37	15,591	39	1,014	18
Combined.....	1,852	4	817	2	1,035	19
Other.....	648	1	368	1	280	5

[1]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

[2]SOURCE: U.S. Department of Education, Center for Statistics, Elementary and Secondary General Information Survey, Common Core of Data, 1985-86.

[3]Data are based on weighted survey data with an adjustment for assumed growth. Since the 1985-86 sample was drawn from the 1983-84 frame, it did not include any private schools that came into existence after 1983-84. Adjustments were made based on the annualized rate of growth of private schools between 1980-81 and 1983-84 (obtained in the 1983-84 survey of private schools).

NOTE.--Details may not add to totals because of rounding.

Table 2.--Number of private schools, enrollment, and mean enrollment per school, by school characteristics: United States, 1985-86

School characteristic	Number of schools[1]		Enrollment[1] (in thousands)		Mean enrollment per school
	Number	Percent	Number	Percent	
Total	25,600	100	5,982	100	234
Orientation					
Catholic	9,900	39	3,599	60	363
Other religious	10,800	42	1,526	26	142
Nonsectarian	4,900	19	858	14	174
Type/level[2]					
Elementary	15,300	60	3,343	56	218
Secondary	2,400	10	1,318	22	541
Combined	4,900	19	1,047	17	211
Other	2,900	11	274	5	94
Size					
Less than 50	4,200	16	118	2	28
50 - 149	8,600	34	886	15	103
150 - 299	6,400	25	1,410	24	222
300 - 599	4,800	19	1,957	33	409
600 or more	1,700	7	1,611	27	936
Tuition					
Less than $500	4,700	18	1,005	17	213
$500 - 1000	6,700	26	1,363	23	203
$1001 - 1500	6,300	25	1,613	27	255
$1501 - 2500	3,500	14	1,013	17	289
More than $2500	4,400	17	989	17	227
Years of operation					
10 years or less	6,500	25	688	11	105
11 to 25 years	6,200	24	1,560	26	251
More than 25 years	12,900	50	3,734	62	290
Minority enrollment					
Less than 5 percent	10,000	39	2,330	39	234
5 to 14 percent	5,700	22	1,554	26	271
15 to 24 percent	2,700	11	603	10	221
25 to 49 percent	2,600	10	544	9	212
50 percent or more	4,600	18	951	16	206

[1]Data are based on weighted survey data without adjustment for assumed growth since 1983-84.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Details may not add to totals because of rounding.

Table 3.--Number of teachers in private schools, mean pupil/teacher ratio, and median tuition, by school characteristics: United States, 1985-86

School characteristic	Full and part-time teachers[1]		Mean pupil/ teacher ratio[2]	Median tuition
	Number (in thousands)	Percent		
Total	404	100	17	1,100
Orientation				
Catholic	185	46	21	800
Other religious	127	31	15	1,200
Nonsectarian	92	23	10	2,900
Type/level[3]				
Elementary	190	47	20	900
Secondary	83	20	17	1,600
Combined	96	24	13	1,300
Other	35	9	9	1,900
Size				
Less than 50	17	4	10	900
50 - 149	91	23	12	1,300
150 - 299	95	24	17	1,000
300 - 599	118	29	18	1,100
600 or more	83	20	20	1,400
Tuition				
Less than $500	55	14	18	200
$500 - 1000	75	18	21	800
$1001 - 1500	96	24	19	1,300
$1501 - 2500	69	17	17	1,900
More than $2500	110	27	11	3,600

[1]Principals' reports of the number of teachers on or about October 1, 1985.

[2]Based on number of students divided by number of full-time equivalent (F.T.E.) teachers.

[3]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Data are based on weighted survey data without adjustment for assumed growth since 1983-84. Details may not add to totals because of rounding.

Table 4.--Percent of private schools offering various programs and services, by school characteristics: United States, 1985-86

Program/ service	Total	Orientation			Type/level*			
		Catholic	Other religious	Nonsectarian	Elementary	Secondary	Combined	Other
	Percent							
Bilingual education.....	9	4	11	12	8	8	15	3
English as a second language.....	12	9	14	14	9	23	17	10
Remedial reading.....	69	78	59	73	72	53	61	82
Remedial mathematics.....	53	61	42	62	52	46	50	71
Programs for the handicapped.....	18	15	16	30	14	11	20	42
Programs for the gifted and talented.....	33	37	28	37	32	50	32	24
Vocational/technical programs.....	14	8	15	26	6	35	22	32
Foreign languages.....	46	33	48	70	30	95	71	53
Diagnostic services.....	51	61	41	52	50	46	41	76

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Data are based on weighted survey data without adjustment for assumed growth since 1983-84.

Table 5.--Number of private secondary schools and enrollment, by school characteristics: United States, 1985-86

School characteristic	Schools[1]		Enrollment		Mean enrollment per school	Total enrollment in grades 10, 11, and 12	
	Number	Percent	Number (in thousands)	Percent		Number (in thousands)	Percent
Total	7,800	100	2,351	100	300	1,201	100
Orientation							
Catholic	1,800	23	1,176	50	666	838	70
Other religious	4,800	62	821	35	170	216	18
Nonsectarian	1,200	16	353	15	286	146	12
Type/level[2]							
Secondary	2,400	31	1,318	56	541	960	80
Combined	4,500	57	926	39	207	202	17
Other	900	12	106	5	117	38	3
Size							
Less than 50	1,700	22	55	2	32	15	1
50 - 149	2,200	28	240	10	108	64	5
150 - 299	1,300	17	300	13	224	110	9
300 - 599	1,400	18	575	24	415	283	24
600 or more	1,200	15	1,181	50	995	730	61
Years of operation							
10 or less	2,700	35	280	12	103	61	5
11 to 24	2,600	33	896	38	343	440	37
25 or more	2,500	32	1,175	50	471	699	58

[1]Includes all schools with 10th, 11th, or 12th grades.

[2]Secondary and combined are regular schools, while other schools are primarily alternative schools.

NOTE.--Details may not add to totals because of rounding.

Table 6.--Entrance examination requirements at private secondary schools, by school characteristics: United States, 1985-86

School characteristic	Schools[1] requiring entrance examinations			
	Number of schools	Percent	Number of students (in thousands)	Percent
Total	4,200	53	1,481	63
Orientation				
Catholic	1,300	71	719	61
Other religious	2,100	43	441	54
Nonsectarian	800	66	321	91
Type/level[2]				
Secondary	1,500	63	805	61
Combined	2,100	47	609	66
Other	500	60	67	63
Size				
Less than 50	500	32	16	29
50 - 149	1,000	44	98	41
150 - 299	700	54	162	54
300 - 599	1,100	80	451	78
600 or more	800	71	754	64
Years of operation				
10 or less	1,400	53	163	58
11 to 24	1,200	46	530	59
25 or more	1,500	61	788	67

[1]Includes all schools with 10th, 11th, or 12th grades.

[2]Secondary and combined are regular schools, while other schools are primarily alternative schools.

NOTE.--Details may not add to totals because of rounding.

Table 7.--Mean years of coursework required for high school graduation in private secondary schools, by school characteristics: United States, 1985-86

School characteristic	Mathematics	Sciences	English	Fine arts	Foreign languages	Social studies
Total.....	2.8	2.5	3.9	0.8	1.2	3.1
Orientation						
Catholic	2.6	2.3	4.0	0.8	1.4	3.0
Other religious.....	2.8	2.6	3.9	0.7	0.9	3.2
Nonsectarian.....	3.0	2.5	4.0	0.9	1.9	2.9
Type/level*						
Secondary.....	2.7	2.3	4.0	0.8	1.4	3.0
Combined.....	2.9	2.6	3.9	0.9	1.1	3.1
Other.....	2.8	2.7	4.0	0.3	1.0	3.4
Size						
Less than 50.....	2.9	2.6	3.9	1.1	1.0	3.1
50 - 149.....	2.7	2.6	3.9	0.5	0.8	3.4
150 - 299.....	2.9	2.5	4.0	0.8	1.4	3.0
300 - 599.....	2.8	2.4	4.0	0.9	1.7	2.9
600 or more.....	2.6	2.2	4.0	0.7	1.4	3.1
Years of operation						
10 or less.....	3.0	2.7	3.9	0.9	1.0	3.4
11 to 24.....	2.6	2.4	3.9	0.6	1.0	3.0
25 or more.....	2.7	2.4	4.0	0.8	1.6	2.9

*Secondary and combined are regular schools, while other schools are primarily alternative schools.

NOTE.--Data are from schools with 12th grades.

Table 8.--Number of private secondary schools with advanced placement programs and percent of students enrolled in various advanced placement courses, by school characteristics: United States, 1985-86

School characteristic	Schools[1] with advanced placement		Percent of students in grades 10, 11, and 12 taking advanced placement courses in						
	Percent of schools	Percent of students	Math	Sciences	English	Fine arts	Foreign languages	Social studies	Comput scian
Total.....	38	62	3	3	4	*	1	4	1
Orientation									
Catholic	73	82	3	3	4	*	1	3	1
Other religious.....	25	30	4	4	4	1	2	5	1
Nonsectarian.....	42	69	4	4	4	1	4	5	1
Type/level[2]									
Secondary.....	67	80	3	3	4	*	1	3	1
Combined.....	20	38	5	5	6	1	3	5	1
Other.....	52	53	2	7	2	0	*	4	*
Size									
Less than 50.....	8	6	*	0	*	0	*	*	(
50 - 149.....	30	29	2	5	3	*	2	3	1
150 - 299.....	29	30	3	3	5	1	2	4	
300 - 599.....	70	72	6	5	7	1	3	5	
600 or more.....	71	75	3	3	3	*	1	3	
Years of operation									
10 or less.....	30	39	5	7	6	1	2	7	-
11 to 24.....	32	62	3	3	4	*	1	3	
25 or more.....	54	68	4	4	4	1	2	4	

*Less than 1 percent.

[1]Includes all schools with 10th, 11th, or 12th grades.

[2]Secondary and combined are regular schools, while other schools are primarily alternative schools.

Table 9.--Percent of private school seniors taking Scholastic Aptitude Tests (SAT) and the American College Test (ACT) and mean scores for these tests, by school characteristics: United States, 1985-86

School characteristic	SAT verbal		SAT math		ACT combined	
	Percent of seniors taking[1]	Mean score	Percent of seniors taking[1]	Mean score	Percent of seniors taking[1]	Mean score
Total	64	458	64	487	24	19.6
Orientation						
Catholic	67	452	67	475	23	20.1
Other religious	46	471	46	500	29	18.2
Nonsectarian	72	477	72	542	21	18.9
Type/level[2]						
Secondary	66	450	66	481	23	19.4
Combined	59	504	59	524	29	20.0
Other	39	481	39	480	33	20.3
Size						
Less than 50	54	481	54	481	31	20.9
50 - 149	29	441	29	478	30	19.1
150 - 299	47	459	47	470	25	17.9
300 - 599	71	476	71	499	22	19.6
600 or more	67	451	67	485	24	19.8
Years of operation						
10 or less	52	439	52	460	24	19.4
11 to 24	65	462	65	485	31	20.2
25 or more	65	456	65	490	20	18.9

[1]Based on the number of seniors in schools with a 12th grade.

[2]Secondary and combined are regular schools, while other schools are primarily alternative schools.

Table 10--Number and percent of private secondary school graduates in 1984-85, and graduates applying to colleges, by school characteristics: United States, 1985-86

School characteristic	Graduates		Applications to colleges	
	Number (in thousands)	Percent of seniors[1]	Number (in thousands)	Percent of graduates
Total.....	379	99	304	80
Orientation				
Catholic	272	99	219	81
Other religious.....	60	97	48	80
Nonsectarian.....	47	98	37	78
Type/level[2]				
Secondary.....	313	99	250	80
Combined.....	56	99	47	84
Other.....	10	90	7	70
Size				
Less than 50.....	5	89	3	64
50 - 149.....	16	95	12	72
150 - 299.....	33	98	26	79
300 - 599.....	87	99	77	89
600 or more.....	238	99	186	78
Years of operation				
10 or less.....	15	94	12	78
11 to 24.....	140	99	117	84
25 or more.....	224	99	175	78

[1]Based on the number of seniors in schools with a 12th grade.

[2]Secondary and combined are regular schools, while other schools are primarily alternative schools.

Table 11--Percent of private secondary schools with varying college application rates, by selected academic characteristics: United States, 1985-86

Academic characteristic	Percent of schools* with college application rates of		
	0-75 percent	76-95 percent	96-100 percent
Total.....	52	24	24
Entrance examination			
Required	41	27	33
Not required.....	65	21	14
Advanced placement program			
Program.....	35	25	40
No program.....	63	23	14

*Only schools with a 12th grade are included.

Teacher Tables

Table 1.--Number and percent of private school teachers, by school characteristics: United States, 1985-86

School characteristic	Number of teachers[1]	
	Number (in thousands)	Percent
Total	404	100
Orientation		
Catholic	185	46
Other religious	127	32
Nonsectarian	92	23
Type/level[2]		
Elementary	190	47
Secondary	83	20
Combined	96	24
Other	35	9
Size		
Less than 50	15	4
50 - 149	81	20
150 - 299	99	25
300 - 599	124	31
600 or more	85	21
Years of operation		
10 or less	48	12
11 - 24	117	29
25 or more	240	59
Tuition		
Less than $500	54	13
$500 - 1,000	66	16
$1,001 - 1,500	94	23
$1,501 - 2,500	75	18
$2,501 or more	115	29

[1]Data reflect the number of teachers reported during teacher sampling in December 1985.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Details may not add to totals because of rounding.

Table 2.--Percent distribution of male and female private school teachers, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Sex	
	Male	Female
Total (number).....	97,000	307,000
Total (percent).....	100	100
Orientation		
Catholic.....	39	48
Other religious.....	36	30
Nonsectarian.....	25	22
Type/level*		
Elementary.....	20	56
Secondary.....	41	14
Combined.....	30	22
Other.....	9	9
Highest degree		
Less than bachelor's.....	2	6
Bachelor's.....	54	67
Advanced degree.....	45	26

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Percents may not add to 100 because of rounding.

Table 3.--Percent of private school teachers, by sex and race/ethnicity and by school characteristics: United States, 1985-86

School characteristic	Sex		Race/ethnicity			
	Male	Female	White	Black	Hispanic	Other[1]
Total (number).....	97,000	307,000	373,000	15,000	12,000	4,000
Total (percent).....	24	76	92	4	3	1
Orientation						
Catholic.....	20	80	93	3	3	1
Other religious.....	28	72	92	4	3	1
Nonsectarian	26	74	90	6	2	2
Type/level[2]						
Elementary.....	10	90	91	5	3	1
Secondary.....	49	51	95	1	3	1
Combined.....	30	70	93	3	3	1
Other.....	25	75	91	5	2	2
Size						
Less than 50.....	29	71	88	10	1	1
50 - 149.....	19	81	90	6	3	1
150 - 299.....	18	82	92	3	3	1
300 - 599.....	24	76	93	3	3	2
600 or more.....	36	64	95	1	3	*
Years of operation						
10 or less.....	24	76	84	11	4	1
11 - 24.....	23	77	93	2	3	1
25 or more.....	25	75	94	3	2	1
Tuition						
Less than $500.....	13	87	95	3	1	1
$500 - $1000.....	13	87	91	4	4	1
$1001 - $1500.....	24	76	90	6	3	1
$1501 - $2500.....	33	67	91	3	5	1
Over $2500.....	30	70	94	3	1	2

*Less than 1 percent.

[1]American Indian, Alaska Native, Asian, or Pacific Islander.

[2]Elementary, secondary, and combined schools are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Percents may not add to 100 because of rounding.

Table 4.--Percent of private school teachers, by highest degree and by school characteristics: United States, 1985-86

School characteristic	Highest degree		
	Less than bachelor's	Bachelor's	Advanced degree
Total (number).....	21,000	259,000	124,000
Total (percent).....	5	64	31
Orientation			
Catholic.....	3	67	30
Other religious.....	9	64	28
Nonsectarian.....	5	60	36
Type/level*			
Elementary.....	6	74	20
Secondary.....	1	48	51
Combined.....	8	58	34
Other.....	6	63	31
Size			
Less than 50.....	15	66	20
50 - 149.....	9	69	23
150 - 299.....	6	69	24
300 - 599.....	3	64	33
600 or more.....	2	53	45
Years of operation			
10 or less.....	9	74	16
11 - 24.....	7	62	31
25 or more.....	4	63	33
Tuition			
Less than $500.....	4	75	21
$500 - $1000.....	9	72	19
$1001 - $1500.....	5	68	27
$1501 - $2500.....	4	62	33
Over $2500.....	4	52	44

*Elementary, secondary, and combined schools are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Percents may not add to 100 because of rounding.

Table 5.--Percent of private school teachers, by years of teaching experience and teaching status and by school characteristics: United States, 1985-86

School characteristic	Years of teaching experience			Teaching status	
	Less than 5	5 - 9	10 or more	Full-time	Part-time
Total (number).....	100,000	109,000	195,000	336,000	69,000
Total (percent).....	25	27	48	83	17
Orientation					
Catholic.....	21	24	55	89	11
Other religious.....	28	31	42	77	23
Nonsectarian	29	27	44	78	22
Type/level*					
Elementary.....	25	28	47	86	14
Secondary.....	19	23	59	81	19
Combined.....	24	29	47	80	20
Other.....	41	27	32	82	18
Size					
Less than 50.....	55	23	22	76	24
50 - 149.....	35	31	35	78	22
150 - 299.....	26	29	45	83	17
300 - 599.....	21	27	52	85	15
600 or more.....	15	22	63	87	13
Years of operation					
10 or less.....	37	37	26	81	19
11 - 24.....	26	29	45	80	20
25 or more.....	22	24	54	85	15
Tuition					
Less than $500.....	26	23	51	91	9
$500 - $1000.....	28	27	45	90	10
$1001 - $1500.....	27	27	46	86	14
$1501 - $2500.....	22	32	47	83	17
Over $2500.....	23	26	51	73	27

*Elementary, secondary, and combined schools are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Percents may not add to 100 because of rounding.

Table 6.--Highest degree earned by private school teachers, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Number of teachers (in thousands)	Highest degree		
		Less than bachelor's	Bachelor's	Advanced degree
		(Percent of teachers)		
Total.....	404	5	64	31
Orientation				
Catholic.....	185	3	67	30
Other religious....	127	9	64	28
Nonsectarian.....	92	5	59	36
Type/level*				
Elementary.....	190	6	74	20
Secondary.....	83	1	48	51
Combined.....	96	8	58	34
Other.....	35	6	63	31
Sex of teacher				
Male.....	97	2	54	45
Female.....	307	6	67	26
Years of experience				
Less than 5.....	100	8	78	13
5 - 9.....	109	5	70	25
10 or more.....	195	4	53	43
Teaching status				
Full-time.....	336	4	66	29
Part-time.....	69	10	52	38

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Details may not add to totals, and percents may not add to 100 because of rounding.

Table 7.--Private school teachers' major field in undergraduate degree program, by school and teacher characteristics: United States, 1985-86

School and teacher charcteristic	Number of teachers (in thousands)	Major field of undergraduate degree			
		Education	Other than education	Education and other	No degree
		(Percent of teachers)			
Total.....	404	51	32	12	5
Orientation					
Catholic.....	185	54	31	12	3
Other religious.....	127	50	28	12	9
Nonsectarian.....	92	45	40	10	5
Type/level*					
Elementary.....	190	60	22	12	6
Secondary.....	83	37	53	8	1
Combined.....	96	45	35	12	8
Other.....	35	48	33	13	6
Sex of teacher					
Male.....	97	37	52	10	2
Female.....	307	55	26	12	6
Years of experience					
Less than 5.....	100	51	32	8	8
5 - 9.....	109	52	31	12	5
10 or more.....	195	50	33	13	4
Teaching status					
Full-time.....	336	53	30	12	4
Part-time.....	69	40	42	9	10

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Details may not add to totals, and percents may not add to 100 because of rounding.

Table 8.--Private school teachers' major field in undergraduate degree program, by subject taught: United States, 1985-86

Subject taught	Number of teachers* (in thousands)	Major field of undergraduate degree			
		Education	Other than education	Education and other	No degree
		(Percent of teachers)			
Total.....	404	51	32	12	5
Art & music.....	40	53	29	14	4
Biological science.....	26	41	47	11	1
Business science.....	9	40	32	21	7
Computer science.....	12	40	52	6	2
English/language arts....	77	49	37	12	2
Foreign language.....	20	28	58	12	2
Mathematics.....	64	47	39	11	4
Physical science.....	35	40	47	10	3
Social science.....	52	41	42	15	3
General science.....	4	(-)	(-)	(-)	(-)
Self-contained class.....	188	62	18	13	7

*Teachers may teach classes in more than one subject; therefore, the numbers by subject add to more than the total.

-Not reported because there are too few general science teachers for reliable estimates.

NOTE.--Percents may not add to 100 because of rounding.

Table 9.--Private school teachers receiving additional training in the 1984-85 school year and type of training, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Teachers receiving training in 1984-85		Type of training		
	Number (in thousands)	Percent	College courses	Inservice	Other[1]
			(Percent of teachers)[2]		
Total.....	215	53	57	50	20
Orientation					
Catholic.....	104	56	55	55	18
Other religious....	60	48	61	50	16
Nonsectarian.....	51	56	56	40	27
Type/level[3]					
Elementary.....	112	59	55	55	18
Secondary.....	39	47	62	37	26
Combined.....	45	47	54	50	19
Other.....	20	56	62	49	22
Sex of teacher					
Male.....	44	45	70	38	17
Female.....	171	56	54	53	20
Years of experience					
Less than 5.....	50	49	67	42	18
5 - 9.....	60	55	62	48	16
10 or more.....	106	54	49	55	23
Teaching status					
Full-time.....	184	55	58	51	19
Part-time.....	31	46	52	45	23

[1]E.g., workshops, seminars.

[2]Based on the number of teachers receiving additional training. Percents do not add to 100 because some teachers took more than one type of training.

[3]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Details may not add to totals because of rounding.

Table 10--Major purpose of additional training for private school teachers in 1984-85, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Maintain/ improve skills	Acquire non-teaching credentials	Retrain to teach different subject	Retrain to teach special ed	Retrain for different grade level
	(Percent of teachers)[1]				
Total.....	81	7	6	3	2
Orientation					
Catholic.....	82	7	7	2	2
Other religious.....	82	6	5	3	3
Nonsectarian.....	79	6	7	6	2
Type/level[2]					
Elementary.....	82	6	6	3	3
Secondary.....	81	10	7	1	1
Combined.....	85	4	7	2	3
Other.....	69	12	5	11	2
Sex of teacher					
Male.....	79	12	6	1	2
Female.....	82	5	6	4	3
Years of experience					
Less than 5.....	79	7	6	4	4
5 - 9.....	80	7	6	4	3
10 or more.....	83	6	7	2	2
Teaching status					
Full-time.....	82	6	7	3	2
Part-time.....	79	10	3	4	3

[1]Based on the number of teachers receiving additional training. Percents may not add to 100 because of rounding.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Table 11--Areas of additional training for private school teachers in 1984-85, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Special education	Vocational education	Other education	Non-education[1]
	(Percent of teachers)[2]			
Total.....	26	2	23	71
Orientation				
Catholic.....	17	2	27	80
Other religious.....	27	2	22	63
Nonsectarian.....	39	1	19	64
Type/level[3]				
Elementary.....	29	1	27	71
Secondary.....	5	5	17	89
Combined.....	11	3	21	75
Other.....	58	3	18	47
Sex of teacher				
Male.....	9	5	20	82
Female.....	29	2	24	69
Years of experience				
Less than 5.....	33	5	28	66
5 - 9.....	26	1	26	69
10 or more.....	21	1	18	75
Teaching status				
Full-time.....	24	2	22	74
Part-time.....	37	4	32	52

[1]Includes all areas other than education, e.g., English, computer science, mathematics.

[2]Based on the number of teachers receiving additional training. Percents do not add to 100 because some teachers received training in more than one area.

[3]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Table 12--Number of earned undergraduate and graduate credit hours of private school teachers in subject taught: United States, 1985-86

Subject taught	Teachers teaching the subject		Credit hours*			
	Number (in thousands)	Percent	0 - 3	4 - 12	13 - 29	30+
			(Percent of teachers teaching the subject)			
Art & music.....	40	10	17	26	14	44
Biological science.....	26	6	18	26	11	46
Business science.....	9	2	30	6	17	47
Computer science.....	12	3	51	30	14	5
English/language arts....	77	19	5	26	32	37
Foreign language.....	20	5	8	13	16	63
Mathematics.....	64	16	19	37	16	28
Physical science.....	35	9	25	30	24	21
Social science.....	52	13	6	22	25	47

*In semester hours. Quarter hour categories have been converted to semester hour categories.

NOTE.--Percents may not add to 100 because of rounding.

Table 13--Mean salary of full-time private school teachers, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Base academic year[1]	Additional compensation[1]	Summer salary[1]		Non-school[1]	Total[1]
			This school	Other school		
Total.....	$14,400	$300	$100	$100	$800	$15,600
Orientation						
Catholic.....	13,900	300	100	*	800	15,100
Other religious.....	13,600	200	100	*	900	14,800
Nonsectarian.....	16,500	300	300	100	900	18,000
Type/level[2]						
Elementary.....	12,900	100	100	*	600	13,700
Secondary.....	17,100	600	100	100	1,000	19,000
Combined.....	14,900	200	200	*	1,000	16,500
Other.....	14,900	300	400	100	800	16,600
Sex of teacher						
Male.....	17,100	600	200	100	1,800	19,800
Female.....	13,500	100	100	*	500	14,300
Years of experience						
Less than 5.....	12,000	200	200	100	1,000	13,500
5 - 9.....	13,700	300	200	100	900	15,100
10 or more.....	15,900	200	100	*	700	17,000
Highest degree						
Less than bachelor's	10,400	200	100	*	400	11,000
Bachelor's.....	13,600	200	100	*	800	14,800
Advanced degree.....	16,600	300	200	100	1,000	18,100

*Less than $100.

[1]For full-time teachers with a base salary greater than 0.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Table 14--Mean total salary of full-time male and female private school teachers, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Number of teachers	Male		Female	
		Percent of teachers	Mean total salary[1]	Percent of teachers	Mean total salary[1]
Total.....	334,000	24	$19,800	76	$14,300
Orientation					
Catholic.....	164,000	20	20,400	80	13,800
Other religious.....	98,000	30	18,000	70	13,400
Nonsectarian.....	72,000	27	21,300	73	16,800
Type/level[2]					
Elementary.....	162,000	11	16,600	89	13,400
Secondary.....	66,000	48	21,400	52	16,700
Combined.....	77,000	32	20,000	68	14,800
Other.....	29,000	26	19,400	74	15,600
Years of experience					
Less than 5.....	83,000	25	16,100	75	12,600
5 - 9.....	90,000	25	18,300	75	14,000
10 or more.....	161,000	23	22,700	77	15,300
Highest degree					
Less than bachelor's	14,000	9	13,100	91	10,800
Bachelor's.....	222,000	20	18,000	80	14,000
Advanced degree.....	98,000	35	22,300	65	15,800

[1]For full-time teachers with a base salary greater than 0.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Details may not add to totals because of rounding.

Table 15--Percent of full-time private school teachers in various total school-based salary categories, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Total school-based salary[1]			
	$1-9,999	$10,000-14,999	$15,000-24,999	$25,000 or more
Total.....	17	39	39	5
Orientation				
Catholic.....	19	41	35	5
Other religious.....	21	41	35	3
Nonsectarian.....	8	30	53	9
Type/level[2]				
Elementary.....	19	52	28	1
Secondary.....	11	17	59	13
Combined.....	20	28	43	9
Other.....	12	37	45	6
Sex of teacher				
Male.....	9	24	53	15
Female.....	20	43	34	2
Years of experience				
Less than 5.....	23	55	21	1
5 - 9.....	14	49	36	1
10 or more.....	16	25	49	10
Highest degree				
Less than bachelor's	53	27	19	1
Bachelor's.....	15	47	35	3
Advanced degree.....	16	20	51	12

[1]For full-time teachers with a base salary greater than 0. Includes base salary, additional compensation, and summer salary from their private schools.

[2]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Percents may not add to 100 because of rounding.

Table 16--Total income of full-time private school teachers receiving and not receiving in-kind income, by total salary and school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Teachers receving in-kind income[1]				Teachers not receiving in-kind income[1]	
	Percent	Mean total salary[2]	Mean in-kind income	Mean total income[3]	Percent	Mean total salary[2]
Total.....	23	$15,300	$2,900	$18,200	77	$15,700
Total salary						
$1 - 9,999.....	35	7,000	3,300	10,300	65	7,100
$10,000 - 14,999....	18	12,600	2,300	14,900	82	12,600
$15,000 - 24,999....	22	19,000	2,600	21,600	78	18,700
$25,000 or more.....	26	29,200	4,800	34,000	74	29,200
Orientation						
Catholic.....	15	13,700	2,100	15,800	85	15,300
Other religious.....	34	14,500	2,900	17,400	66	15,000
Nonsectarian.....	27	18,900	3,900	22,800	73	17,700
Type/level[4]						
Elementary.....	15	12,600	2,400	15,000	85	13,900
Secondary.....	29	18,500	4,200	22,700	71	19,100
Combined.....	35	15,400	2,600	18,000	65	17,100
Other.....	20	16,600	2,200	18,700	80	16,600
Sex of teacher						
Male.....	30	19,300	3,900	23,200	70	20,000
Female.....	21	13,500	2,400	15,900	79	14,500
Years of experience						
Less than 5.....	19	13,100	2,700	15,700	81	13,600
5 - 9.....	23	14,300	2,600	16,900	77	15,300
10 or more.....	25	16,800	3,100	19,900	75	17,100
Highest degree						
Less than bachelor's	24	9,900	2,100	12,000	76	11,400
Bachelor's.....	20	14,500	2,600	17,100	80	14,900
Advanced degree.....	28	17,300	3,500	20,800	72	18,400

[1]Full-time teachers with a base salary greater than 0.

[2]Total salary from all sources.

[3]Total salary from all sources plus in-kind income.

[4]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Table 17--Mean percent of private school teachers' time spent on school-related activities for the most recent full week, during required school hours, outside of required school hours, and total: United States, 1985-86

School-related activities	Total	During required school hours	Outside of required school hours
Total (mean hours).....	50	37	13
Total (percent).....	100	76	24
Classroom teaching, including activities performed while classes were in session....	52	52	(-)
Tutoring of students outside of regularly scheduled classes, except private tutoring.	2	2	1
Student counseling and guidance.....	2	1	1
Monitoring (e.g., homeroom, study hall).....	5	5	*
Reviewing and grading student papers, exams, and projects.....	12	3	9
Class preparation.....	12	4	8
Administrative activities (e.g., staff conferences, recordkeeping).....	4	2	1
Transporting students.....	1	*	*
Parent conferences.....	1	*	1
Coaching athletics.....	2	1	1
Field trips.....	1	*	*
Advising or directing school clubs and associations.....	1	1	1
Other activity (including free time, lunch)..	5	5	1
Absent for any reason.....	*	*	(-)

*Less than 1 percent.

-Not applicable.

NOTE.--Data were obtained from full-time employees with teaching as a primary assignment; N=348,000. Mean percents are calculated from percents per teacher. Details may not add to totals because of rounding.

Table 18--Mean percent of private school teachers' time spent on selected school-related activities during the most recent full week, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Number of teachers[2] (in thousands)	School-related activities[1]				
		Classroom teaching	Activities related to classroom teaching	Monitoring	Student counseling and parent conferences	Non-academic activities
Total.....	348	52	30	5	3	4
Orientation						
Catholic.....	168	53	31	4	3	4
Other religious.....	103	52	29	6	3	4
Nonsectarian.....	77	49	32	6	3	4
Type/level[3]						
Elementary.....	166	57	29	5	2	2
Secondary.....	70	41	35	6	3	7
Combined.....	81	50	31	6	3	4
Other.....	31	53	28	6	4	3
Sex of teacher						
Male.....	87	45	31	6	3	8
Female.....	261	54	30	5	3	2
Years of experience						
Less than 5 years.....	87	51	30	6	3	4
5 - 9 years.....	93	53	29	5	3	4
10 or more years.....	168	52	32	5	3	3
Highest degree						
Less than bachelor's..	15	58	25	7	3	2
Bachelor's.....	229	53	29	5	3	4
Advanced degree.....	104	48	33	5	3	4

[1]School-related activities have been collapsed into 5 major groups, with time during school hours and time outside of school hours combined. Activities related to classroom teaching include tutoring, grading, class preparation, and administrative activities; non-academic activities include coaching athletics, field trips, and advising or directing school clubs or associations. Activities not represented in this table are transporting students, absences, and other activities (such as free time, lunch).

[2]Full-time employees with teaching as a primary assignment. Mean percents are calculated from percents per teacher.

[3]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Table 19--Private school teachers' rankings of eight educational goals for students: United States, 1985-86

Educational goal	Percent of teachers ranking each goal as							
	Most important 1	2	3	4	5	6	7	Least important 8
Basic literacy skills.....	29	19	13	11	11	8	6	3
Academic excellence.....	10	12	12	12	13	17	17	7
Citizenship.....	*	2	4	8	14	25	37	9
Specific occupational skills.....	1	1	1	2	3	6	17	69
Good work habits and self-discipline..	8	20	24	22	16	8	3	*
Personal growth and fulfillment.....	18	22	17	15	14	8	4	1
Human relations skills.....	3	11	18	20	22	17	8	2
Moral or religious values.....	31	12	11	10	9	10	9	9

*Less than 1 percent.

NOTE.--Percents are based on 404,000 teachers. Percents may not add to 100 because of rounding.

Table 20-Percent of private school teachers ranking goals for students as very important, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Teacher		Goals for students							
	Number (in thousands)	Percent	Basic literacy skills	Academic excellence	Citizenship	Specific occup. skills	Good work habits and self-discipline	Personal growth	Human relations skills	Moral or religious values
Total.....	404	100	48	22	3	2	28	40	14	43
Orientation										
Catholic.....	185	46	49	20	2	1	26	40	13	49
Other religious.....	127	31	47	21	2	1	24	33	10	60
Nonsectarian.....	92	23	48	28	4	3	37	50	21	8
Type/level[a]										
Elementary.....	190	47	52	15	2	1	26	41	13	50
Secondary.....	83	20	41	33	4	2	31	36	14	39
Combined.....	96	24	48	29	4	1	27	33	11	47
Other.....	35	9	44	16	2	3	34	62	27	12
Sex of teacher										
Male.....	97	24	43	31	5	2	28	34	15	42
Female.....	307	76	50	19	2	1	28	42	13	44
Years of experience										
Less than 5 years.....	100	25	54	19	2	2	28	42	15	38
5-9 years.....	109	27	49	21	3	1	28	40	13	45
10 or more years.....	195	48	45	24	3	2	28	39	14	45

[a]Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

NOTE.--Data are percents of teachers ranking goals as "1" (most important) or "2" (next most important). Details may not add to totals because of rounding.

Table 21--Percent of private school teachers agreeing or disagreeing with various statements relating to their schools: United States, 1985-86

School-related statement	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree	Positive direction*
Staff members in this school generally don't have much school spirit.....	38	27	15	11	6	3	79
Most of my colleagues share my beliefs and values about what the central mission of the school should be.....	4	6	7	13	34	36	83
The level of student misbehavior and/or drug or alcohol use in this school interferes with my teaching.....	54	25	7	7	4	3	86
The principal does a poor job of getting resources for this school.....	50	25	10	7	4	4	85
The amount of student tardiness and class cutting in this school interferes with my teaching.....	64	19	6	6	3	2	89
The principal knows what kind of school he/she wants and has communicated it to the staff.....	4	5	6	10	26	48	84
The administration knows the problems faced by the staff.....	5	7	8	16	29	34	80
The school's administration's behavior toward the staff is supportive and encouraging.....	4	5	7	13	27	43	84
Necessary materials are readily available as needed by the staff.....	4	5	8	16	29	38	83
The teachers and administration are in close agreement on school discipline policy.....	4	5	7	15	34	34	84
The attitudes and habits my students bring to my class greatly reduce their chances for academic success....	32	31	11	12	9	5	74
There is a great deal of cooperative effort among staff members.....	2	3	6	15	33	41	88
Staff members maintain high standards of performance for themselves.....	1	2	3	13	40	40	93
This school seems like a big family, everyone is so close and cordial.....	3	6	10	23	31	27	81
The principal lets staff members know what is expected of them.....	3	5	7	14	33	38	85
The principal is interested in innovation and new ideas.....	4	4	7	16	30	40	85

*Percent of teachers who agreed with positive statements and who disagreed with negative statements.

NOTE.--Percents are based on 404,000 teachers.

Table 22--Percent of private school teachers who strongly disagreed with selected opinion statements regarding students, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Student misbehavior and/or drug and alcohol use interferes with my teaching	Student tardiness and class cutting interferes with my teaching	Students' attitudes and habits greatly reduce chances for academic success
Total.....	54	64	32
Orientation			
Catholic.....	58	70	32
Other religious....	54	60	31
Nonsectarian.....	49	55	34
Type/level*			
Elementary.....	58	72	38
Secondary.....	53	55	25
Combined.....	55	60	30
Other.....	36	46	24
Sex of teacher			
Male.....	46	50	23
Female.....	57	68	35
Years of experience			
Less than 5.....	41	58	28
5 - 9.....	57	64	32
10 or more.....	60	66	35

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Table 23--Percent of private school teachers who strongly agreed with selected opinion statements regarding principals, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Principal lets staff know what is expected of them	Principal is interested in innovation and new ideas	Administrations' behavior toward staff is supportive and encouraging
Total.....	38	40	43
Orientation			
Catholic.....	39	38	43
Other religious....	39	42	49
Nonsectarian	35	40	36
Type/level*			
Elementary.....	43	44	47
Secondary.....	27	27	33
Combined.....	36	37	44
Other.....	40	50	46
Sex of teacher			
Male.....	27	28	35
Female.....	42	43	46
Years of experience			
Less than 5.....	37	41	44
5 - 9.....	36	36	42
10 or more.....	40	41	44

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

Table 24--Percent of private school teachers who strongly agreed with selected opinion statements regarding teachers, by school and teacher characteristics: United States, 1985-86

School and teacher characteristic	Teachers and administration are in close agreement on school discipline policy	Staff members maintain high standards of peformance for themselves	There is a great deal of cooperative effort among staff members
Total.....	34	40	41
Orientation			
Catholic.....	32	37	39
Other religious....	41	41	44
Nonsectarian.....	29	43	39
Type/level*			
Elementary.....	38	44	44
Secondary.....	21	27	27
Combined.....	37	41	43
Other.....	39	43	45
Sex of teacher			
Male.....	24	31	29
Female.....	38	42	44
Years of experience			
Less than 5.....	36	36	40
5 - 9.....	34	39	40
10 or more.....	34	42	41

*Elementary, secondary, and combined are regular schools, while other schools are primarily special education and alternative schools.

SURVEY FORM

DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20208

CENTER FOR STATISTICS

NATIONAL SURVEY OF PRIVATE SCHOOLS, 1985-86

SCHOOL QUESTIONNAIRE

FORM APPROVED
O.M.B. NO.: 1850-0515
EXPIRATION DATE: 11/30/86

THIS REPORT IS AUTHORIZED BY LAW (*20 U.S.C. 1221e-1*). WHILE YOU ARE NOT REQUIRED TO RESPOND, YOUR COOPERATION IS NEEDED TO MAKE THE RESULTS OF THIS SURVEY COMPREHENSIVE, ACCURATE, AND TIMELY.

Affix Label Here

IF ANY OF THE INFORMATION PRINTED ON THE LABEL ABOVE IS INCORRECT, PLEASE ENTER NECESSARY CORRECTIONS BELOW.

NAME

ADDRESS

CITY | STATE | ZIP CODE

RETURN COMPLETED FORM TO

WESTAT, Inc.
1650 Research Boulevard
Rockville, Maryland 20850

NAME OF PERSON COMPLETING THIS FORM | TELEPHONE NUMBER

ED(CS) FORM 2455, 12/85

PLEASE NOTE: Unless otherwise specified, all questions refer to the 1985-86 school year.

1.

Name of the county in which this school is located

2. Is this school affiliated with an organized religious group? *(Check one box below)*

1 ☐ Yes — If yes, check the appropriate denomination listed below.

2 ☐ No — But this school has a religious orientation in its operation and curriculum. If possible, identify and check an appropriate denomination or group below.

3 ☐ No — This school is secular; any religious orientation or influence is tangential or incidental. *(Go on to Question 3.)*

1 ☐ Amish
2 ☐ Assembly of God
3 ☐ Baptist
4 ☐ Calvinist
5 ☐ Church of Christ
6 ☐ Disciples of Christ
7 ☐ Episcopal
8 ☐ Friends
9 ☐ Islamic
10 ☐ Jewish
11 ☐ Latter Day Saints
12 ☐ Lutheran
13 ☐ Mennonite
14 ☐ Methodist
15 ☐ Presbyterian
16 ☐ Roman Catholic
17 ☐ Seventh Day Adventist
18 ☐ Other, Specify _____
19 ☐ Christian — No Specific Affiliation

3. How would you classify this school by program type? *(Check only one box below.)*

1 ☐ Regular elementary/secondary
2 ☐ Special education *(serves handicapped students only)*
3 ☐ Vocational/technical *(serves only students being trained for occupations)*
4 ☐ Alternative *(offers a nontraditional curriculum designed to meet student needs that cannot be met in regular schools.)*

4. Check each grade in which instruction is offered in this school, whether or not there are any pupils enrolled in that grade. In the second line of boxes, please enter the actual number of pupils enrolled in that grade. If this is an ungraded school, report on the basis of the grades usually corresponding to the ages of the pupils attending.

	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Instruction Offered — Check (✓)																
Enrollment — Fall 1985																

5. What is the estimated percentage of students attending this school who are members of a minority group? Minority groups include: American Indian or Alaska Native, Asian or Pacific Islander, Black and Hispanic. *(Check box for appropriate percentage below.)*

1 ☐ None
2 ☐ Less than 5%
3 ☐ 5-14%
4 ☐ 15-24%
5 ☐ 25-49%
6 ☐ 50-74%
7 ☐ 75-89%
8 ☐ 90% or more

6. Enter in each of the following categories the number of TEACHERS (head count) regularly assigned to this school on or about October 1, 1985. (*Exclude* teachers paid by public agencies, itinerant teachers, unpaid volunteers, and teacher aides):

	Number of Teachers
a. Persons assigned a full-time position at this school whose primary assignment is teaching	_____
b. All other persons assigned full- or part-time at this school whose duties include some teaching	_____
c. **Total Teachers: sum of 6a and 6b**	_____

7. Enter in columns A-C the number of full-time teachers (item 6a) at each salary level. When determining salary level, *exclude* the value of income-in-kind (e.g., housing, meals, transportation, reduced tuition rates for family members) received in addition to or in lieu of salary.

Column A: *Enter the total number of full-time teachers at each salary level.*

Column B: *Enter the total number of full-time teachers who receive income-in-kind, at each salary level.*

Column C: *Enter the number of full-time teachers who receive each type of income-in-kind, at each salary level.*

Annual salary paid excluding income-in-kind	NUMBER OF FULL-TIME TEACHERS						
	A. Total full-time teachers	THOSE WHO RECEIVE INCOME-IN-KIND					
		B. Total receiving income-in-kind	C. NUMBER WHO RECEIVE:				
			Housing	Meals	Trans-portation	Family member tuition	Other
a. No salary paid							
b. Less than $5,000							
c. $5,000 to $9,999							
d. $10,000 to $12,499							
e. $12,500 to $14,999							
f. $15,000 to $17,499							
g. $17,500 to $19,999							
h. $20,000 to $24,999							
i. $25,000 or more							

8. Enter the full-time equivalent (F.T.E.) number of persons employed at this school in each of the assignment categories listed below.

Note definition: One full-time equivalent equals the amount of time one person would spend serving full-time in an assignment. For example, if a person were assigned full-time to a teaching position, you would add 1.0 to the classroom teacher category. If, however, a person served half-time as a teacher and half-time as a counselor, you would add 0.5 to the teacher category and 0.5 to the guidance counselor category. Report totals to the nearest one-tenth.

ASSIGNMENT	F.T.E.
a. Principals and assistant principals	.
b. Teachers	.
1. Paid by the private school	.
2. Paid by public agencies (i.e. to implement legislated programs)	.
c. Guidance counselors	.
d. Librarians and other professional media staff	.
e. Other professional staff (e.g., curriculum specialists, administrative and business staff, social workers, etc.)	.
1. Paid by the private school	.
2. Paid by public agencies (i.e. to implement legislated programs)	.
f. Teacher aides (paraprofessionals who assist teachers)	.
g. Nonprofessionals (secretaries, janitors, bus drivers, etc.)	.

9. Do any unpaid volunteers provide services for this school?

1 ☐ Yes — If yes, please enter the numbers of such volunteers who worked or will work in each of the activities listed in a-f below. Separate those volunteers who are also students at this school from those who are not.

2 ☐ No — If no, skip to item 10

	NUMBER OF VOLUNTEERS	
	Students at this school	Persons who are not students at this school
a. *Instructional Support* (e.g. tutoring, grading papers, science lab monitoring, conducting rote exercises)	_____	_____
b. *Guidance Support* (e.g career and college counseling, health and drug awareness)	_____	_____
c. *Extracurricular Support* (e.g. athletics, clubs, trips, newspaper, library)	_____	_____
d. *Management/Advisory Support* (e.g. citizen advisory group organized through school, computerization of schedules)	_____	_____
e. *Clerical Support*	_____	_____
f. *Other Types of Support* (e.g. monitoring cafeterias, playgrounds, etc.)	_____	_____

10. Does this school charge tuition? (Check yes or no)

1 ☐ Yes — If yes, complete a and b below

2 ☐ No — If no, skip to item 11

a. Does your school have any policy for modifying or discounting tuition rates (e.g., on the basis of additional students from the same family, financial need, church membership, etc.)

1 ☐ Yes

2 ☐ No

b. What is the highest scheduled or published annual tuition *charged for a full-time student, not including boarding fees*, based upon the rate charged the first child in a family? (If your tuition varies by grade level or program, list each applicable grade span or program in the first column and the amount charged opposite it in the second column.)

Grade span/program	Annual tuition

11. For each of the programs and services listed below, please indicate:

Column A — Program or service provided: check whether or not the program or service is available to students in this school (regardless of funding source), and, if yes, answer both B and C.

Column B — Provided by: if column A is checked yes, please check whether school staff or others provided the program or service.

Column C — Number of students served: if column A is checked yes, please enter the number of students served either during regular school hours or outside regular school hours.

PROGRAM OR SERVICE	A. PROGRAM OR SERVICE PROVIDED		B. PROVIDED BY		C. NUMBER OF STUDENTS SERVED	
			SCHOOL STAFF	OTHER STAFF	DURING REGULAR SCHOOL HOURS	OUTSIDE REGULAR SCHOOL HOURS
a. Bilingual education — students with limited English speaking ability are taught in their native language while they learn English.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg School Hrs	Outside School Hrs
b. English as a second language — students with limited English speaking ability are provided with intensive instruction in English.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg School Hrs	Outside School Hrs
c. Remedial reading — organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of reading skills.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg School Hrs	Outside School Hrs
d. Remedial mathematics — organized compensatory, diagnostic, and remedial activities designed to correct and prevent difficulties in the development of mathematics skills.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg School Hrs	Outside School Hrs
e. Programs for the handicapped — instruction for the mentally retarded, specific learning disabled, physically handicapped, and other handicapped.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg School Hrs	Outside School Hrs
f. Programs for the gifted and talented — activities designed to permit gifted and talented students to further develop such skills.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg School Hrs	Outside School Hrs
g. Vocational/technical programs — instruction designed to prepare students with entry level occupational skills needed for work.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg School Hrs	Outside School Hrs
h. Foreign languages — instruction designed to enable students to read, speak, and understand languages other than English.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg School Hrs	Outside School Hrs
i. Diagnostic and prescriptive services — services provided by trained professionals to diagnose learning problems of students and to plan and provide therapeutic or educational programs based upon such services.	YES ☐	NO ☐	YES ☐	YES ☐	NUMBER OF STUDENTS SERVED Reg School Hrs	Outside School Hrs

12. Do any students in this school receive any of the services listed below that are paid for with public funds, e g . Federal government or other government *(State and local)*?

1 ☐ Yes — If yes, complete **b** below

2 ☐ No — If no, complete **a** below

a. If services are not received, did this school *apply* for any services for the 1985-86 school year?

1 ☐ Yes
2 ☐ No
} Skip to item 13

b. If services are received, complete the section below. Check as many as apply by source of funding, i.e., Federal or other (state and local). Also, enter the number of students served in each program or service area checked.

PROGRAM OR SERVICE	FUNDING SOURCE		NUMBER OF STUDENTS SERVED	
	Federal Government	Other Government	Grades 1-8	Grades 9-12
a. Transportation				
b. Instruction/library materials				
c. Child nutrition (lunch, milk, etc.)				
d. Health services				
e. Remedial/compensatory education				
f. Bilingual education				
g. Handicapped services				
h. Vocational education				
i. Guidance, social work, or psychological services				
j. Speech therapy				

13. Selected school characteristics

a. How many hours per day are students in the highest grade expected to attend?

[ ] hours

b. What is the number of days students in the highest grade attended school in the 1984-85 school year?

[ ] days

c. Is this school operated in a private home used as a family residence?

1 ☐ Yes
2 ☐ No

d. In what year did this school begin operation?

[ ] year

e. Was it operational in school year 1983-84?

1 ☐ Yes
2 ☐ No

f. Does this school require an entrance examination for admission?

1 ☐ Yes
2 ☐ No

g. Were any students expelled from this school during the 1984-85 school year?

1 ☐ Yes — If yes, how many? [ ] students
2 ☐ No

h. Were any students barred from re-enrolling at the conclusion of the 1984-85 school year?

1 ☐ Yes — If yes, how many? [ ] students
2 ☐ No

i. During the 1984-85 school year, did you accept any new students who were expelled from public schools?

1 ☐ Yes — If yes, how many? [ ] students
2 ☐ No

14. Does this school serve 10th, 11th and/or 12th grade students?

1 ☐ Yes — If yes, please continue and complete items 15 through 19.
2 ☐ No — If no, this completes the questionnaire. Thank you for your cooperation.

15. How many years of coursework in each of the following subject matter areas are required for graduation (high school) from your school?

SUBJECT AREA	YEARS OF COURSEWORK REQUIRED
a. Mathematics	
b. Physical and Biological Sciences	
c. English	
d. Fine Arts	
e. Foreign Languages	
f. Social Studies	

16. Does this school have an advanced placement program for students in grades 10, 11, or 12, that is, courses for which college credit is granted based upon approval by a college or secondary school association?

1 ☐ Yes — If yes, please enter the estimated number of 10th, 11th, and 12th grade students enrolled in courses for the advanced placement program, by the subject matter areas listed in a-g below
2 ☐ No — If no, skip to item 17.

SUBJECT AREA	ESTIMATED NUMBER OF STUDENTS
a. Mathematics	
b. Physical and Biological Sciences	
c. English	
d. Fine Arts	
e. Foreign Languages	
f. Social Studies	
g. Computer Science	

17. a. How many students were enrolled in 12th grade in a regular day school program last year (1984-85)?

[ ] 12th grade students

b. How many of these students were graduated from the 12th grade last year? (Include 1985 summer graduates.)

[ ] 12th grade graduates

c. What is the estimated percentage of these graduates that applied to a 2- or 4-year college?

[ ] Estimated percent

18. Do you have Scholastic Aptitude Test (SAT) and/or American College Test (ACT) scores of your seniors for the period July 1, 1984 to June 30, 1985?

1 ☐ Yes — If yes, please continue and complete item 19.
2 ☐ No — If no, this completes the questionnaire. Thank you for cooperation.

19. For the period July 1, 1984 to June 30, 1985, please provide the average score of SENIORS and your best estimate of the percentage of seniors tested for each of the following tests:

	AVERAGE SCORE OF SENIORS	PERCENT OF SENIORS TESTED
Scholastic Aptitude Test: SAT (Math)		%
SAT (Verbal)		%
American College Test: ACT (Composite)		%

THIS COMPLETES THE QUESTIONNAIRE. THANK YOU FOR YOUR COOPERATION

ED(CS) FORM 2455 12/85

DEPARTMENT OF EDUCATION
WASHINGTON, D C 20208

CENTER FOR STATISTICS

NATIONAL SURVEY OF PRIVATE SCHOOLS, 1985-86

TEACHER QUESTIONNAIRE

FORM APPROVED
O M B NO.: 1850-0515
EXPIRATION DATE 11/30/86

THIS REPORT IS AUTHORIZED BY LAW *(20 U.S C. 1221e-1)* WHILE YOU ARE NOT REQUIRED TO RESPOND, YOUR COOPERATION IS NEEDED TO MAKE THE RESULTS OF THIS SURVEY COMPREHENSIVE, ACCURATE, AND TIMELY

Address Label Here

Your answers will be kept strictly confidential Results from this survey will appear in summary or statistical form only so that neither individuals nor schools can be identified We hope you will answer every question, but if you object to answering a particular question, write "refused" next to that question

Thank you for your time and cooperation

RETURN COMPLETED FORM TO

WESTAT, Inc.
1650 Research Boulevard
Rockville, Maryland 20850

ED(CS) FORM 2455A, 12/85

1. Check the box below for the HIGHEST academic degree you have earned *(Do not include honorary degrees.)*

1 ☐ No degree
2 ☐ Associate
(Skip to Item 3)

3 ☐ Bachelor's
4 ☐ Master's
5 ☐ Doctorate
(Continue)

2. What was (were) your major field(s) of study for your BACHELOR'S DEGREE(s)? *(If you had more than one major, specify all that apply.)*

1 ☐ Education *(Specify education specialty(ies))*

_____

2 ☐ Other than Education *(Specify)*

_____

3. CHECK THE BOX below that best represents the number of UNDERGRADUATE AND GRADUATE credit hours (semester or quarter) you have accumulated in each of the course areas listed.

COURSE AREAS	UNDERGRADUATE AND GRADUATE CREDIT HOURS COMBINED								
		Semester				Quarter			
	None	1-3	4-12	13-29	30 or more	1-5	6-18	19-44	45 or more
Education Courses:									
a. Special education	1☐	2☐	3☐	4☐	5☐	6☐	7☐	8☐	9☐
b. Vocational education	1☐	2☐	3☐	4☐	5☐	6☐	7☐	8☐	9☐
c. Other education	1☐	2☐	3☐	4☐	5☐	6☐	7☐	8☐	9☐
Subject Matter Courses:									
d. Art and Music	1☐	2☐	3☐	4☐	5☐	6☐	7☐	8☐	9☐
e. Biological Sciences	1☐	2☐	3☐	4☐	5☐	6☐	7☐	8☐	9☐
f. Business Science	1☐	2☐	3☐	4☐	5☐	6☐	7☐	8☐	9☐
g. Computer Science	1☐	2☐	3☐	4☐	5☐	6☐	7☐	8☐	9☐
h. English/Language arts	1☐	2☐	3☐	4☐	5☐	6☐	7☐	8☐	9☐
i. Foreign Languages	1☐	2☐	3☐	4☐	5☐	6☐	7☐	8☐	9☐
j. Mathematics	1☐	2☐	3☐	4☐	5☐	6☐	7☐	8☐	9☐
k. Physical Sciences	1☐	2☐	3☐	4☐	5☐	6☐	7☐	8☐	9☐
l. Social Sciences	1☐	2☐	3☐	4☐	5☐	6☐	7☐	8☐	9☐
m. Other	1☐	2☐	3☐	4☐	5☐	6☐	7☐	8☐	9☐

4. During the 1984-85 school year *(September 84 - August 85)*, did you take any courses or other training related to elementary and/or secondary education?

1 ☐ YES — *(Continue)*
2 ☐ NO — *(Skip to item 8)*

5. What kind of training was this? *(Check all that apply.)*

1 ☐ College credit courses
2 ☐ In-service training
3 ☐ Other *(specify)* _____

6. Check below the major purpose for which you took this training *(check only one)*.

(Skip to item 8)
1 ☐ To maintain and/or improve abilities in current position
2 ☐ To acquire credentials in new non-teaching areas *(for example, administration, guidance counseling)*.

(Please continue)
3 ☐ To retrain to teach a different subject matter area
4 ☐ To retrain to teach handicapped students or students with learning disabilities *(i.e. special education)*.
5 ☐ To retrain to teach at a different grade level.

7. Check below the area(s) in which this retraining was taken. *(Check all that apply.)*

01 ☐ Special education
02 ☐ Vocational education
03 ☐ Other education
04 ☐ Art and Music
05 ☐ Biological Sciences
06 ☐ Business Science
07 ☐ Computer Science
08 ☐ English/Language arts
09 ☐ Foreign Languages
10 ☐ Mathematics
11 ☐ Physical Sciences
12 ☐ Social Sciences
13 ☐ Other subject matter

8. How many years of Elementary/Secondary school teaching experience in public and private schools will you have completed by the end of this school year?

Instruction: Exclude practice and substitute teaching; count each year in which you did any teaching to the nearest ¼ year.

	Years of Full-time Teaching	Years of Part-time Teaching
Public Schools	_____	_____
Private Schools	_____	_____

9. How would you classify your position as an employee at this school during the 1985-86 school year? *(check one)*

1 ☐ Full time
2 ☐ ¾ time
3 ☐ ½ time
4 ☐ ¼ time
5 ☐ Other *(specify)* _____

10. How would you classify your *teaching* assignment while employed at this school during the 1985-86 school year? *(check one)*

1 ☐ Full time
2 ☐ ¾ time
3 ☐ ½ time
4 ☐ ¼ time
5 ☐ Other *(specify)* _____

INSTRUCTIONS FOR COMPLETING QUESTIONS 11 AND 12:

Questions 11 and 12 request information on each class you taught for the most recent full week that school was in session. This information includes the subject matter area, days per week the class was taught, grade, number of students enrolled, whether homework was assigned, and amount of homework assigned. Please read the INSTRUCTIONS and DEFINITIONS below before proceeding to items 11 and 12.

INSTRUCTIONS AND DEFINITIONS:

Most Recent Full Week: The most recent full week in which school was in session. Report classes for which you are responsible even if you were absent at any time during the week

Class: A class is a group of students with whom you meet at specified times during the week; e.g., a class in mathematics that meets three days a week, a foreign language class that meets two days a week. If you teach two or more classes in the same subject, report each class separately.

Self-Contained Class Teacher: A teacher who teaches multiple subjects to the same group of students for all or most of the daily session.

Subject-Matter Area: *Use only the areas and codes listed below. Please enter the appropriate code for each class.*

Subject-Matter Area	Code
Art and Music	01
Biological Sciences	02
Business	03
Computer Science	04
English/Language arts	05
Foreign Languages	06
Mathematics	07
Physical Sciences	08
Social Sciences	09
Vocational Education	10
Other	11

Grade: In reporting grade, use UG for ungraded, PK for prekindergarten, KG for kindergarten, 1 for first grade, 2 for second grade, etc. If students from more than one grade are in the class, enter the grade that represents the majority of the students enrolled.

Amount of Homework Assigned: The amount of time required per student to complete the homework assigned for the most recent full week. Estimate to the nearest half hour. Exclude long-term assignments such as term papers

11. Did you teach a SELF-CONTAINED CLASS during the most recent full week that school was in session? *Please note preceding definition.*

1 ☐ YES — *(Please enter below the information for the self-contained class you taught. Refer to INSTRUCTIONS and DEFINITIONS.)*
2 ☐ NO — *(Skip to item 12)*

Number of Days per Week	Grade	Number of students enrolled	Was homework assigned during the last full week? *(Check YES or NO)*	Amount of homework assigned for the last full week *Reported in hours per student to the nearest half-hour (1.5, etc.)*
			1 ☐ YES 2 ☐ NO	Hours

12. Did you teach one or more SUBJECT MATTER CLASS(ES) during the most recent full week school was in session?

1 ☐ YES — *(Please enter below the information for the subject matter class(es) you taught. Refer to INSTRUCTIONS and DEFINITIONS.)*
2 ☐ NO — *(Skip to item 13)*

Class	Subject-matter area *(Enter appropriate code from preceding list)*	Number of Days per week	Grade	Number of students enrolled	Was homework assigned during last full week? *(Check YES or NO for each line)*	Amount of homework assigned for the last full week *Reported in hours per student to the nearest half-hour (1.5, etc.)*
a.					1 ☐ YES 2 ☐ NO	Hours
b.					1 ☐ YES 2 ☐ NO	Hours
c.					1 ☐ YES 2 ☐ NO	Hours
d.					1 ☐ YES 2 ☐ NO	Hours
e.					1 ☐ YES 2 ☐ NO	Hours
f.					1 ☐ YES 2 ☐ NO	Hours
g.					1 ☐ YES 2 ☐ NO	Hours
h.					1 ☐ YES 2 ☐ NO	Hours
i.					1 ☐ YES 2 ☐ NO	Hours

13. What was the date of Monday of the week you used in completing item 11 or 12? *(Enter 2 digits each for month/day/year; for example, 01/13/86.)*

Mo ☐☐ Day ☐☐ Year ☐☐

14. Was this generally a typical week?

1 ☐ YES 2 ☐ NO

15. During the week you used for completing item 11 or 12, were you in a full-time position at the school with teaching as a primary assignment?

1 ☐ YES — *(Continue)*
2 ☐ NO — *(Skip to item 19)*

16. For the most recent full week, regardless of whether or not it was a typical week, record in the appropriate spaces your best estimate of the number of hours you spent on each of the indicated school-related activities.

Instructions: *School hours should include the time during which teachers are REQUIRED to be in school. DO NOT DUPLICATE TIME AMONG ACTIVITIES. For example, if you graded papers during the class period, report only under CLASSROOM TEACHING. If you prepared lesson plans while monitoring, put the time you spent on preparing lesson plans under MONITORING. If you were absent from school during required time, report it in item n.*

School-related activity	Number of hours spent in full week (*Report to the nearest whole hour for the full week.*) During required school hours	Outside of required school hours (at school or at home), including weekends
a. Classroom teaching, including activities you performed while classes you taught were in session (*e.g., grading papers, class preparation, recordkeeping*)	_____	////////////
b. Tutoring of students outside of regularly scheduled classes, except private tutoring for which you were paid	_____	_____
c. Student counseling and guidance, except during classroom teaching or monitoring periods	_____	_____
d. Monitoring (*e.g., homeroom, study hall, lunchroom, playground, after school detention*)	_____	_____
e. Reviewing and grading student papers, exams, and projects, except during classroom teaching or monitoring periods	_____	_____
f. Class preparation (*preparing lesson plans, developing individualized educational programs (IEP's), gathering materials, etc.*), except during classroom teaching or monitoring periods	_____	_____
g. Administrative activities (*includes staff conferences, recordkeeping*), except during classroom teaching or monitoring periods	_____	_____
h. Transporting students	_____	_____
i. Parent conferences, except during classroom teaching or monitoring periods	_____	_____
j. Coaching athletics	_____	_____
k. Field trips	_____	_____
l. Advising or directing school clubs and associations	_____	_____
m. Other activity (*including free time, lunch time, etc.*)	_____	_____
n. Absent for any reason during the time teachers are required to be in school	_____	////////////
Total (*Sum of lines* a. through n.)	_____*	_____

**The TOTAL in this column should be equal to the total number of hours you were required to be in school during the full week.*

PLEASE CHECK THE TOTAL FOR EACH COLUMN TO ASSURE THAT THE SUM OF THE TIME SPENT ON THE VARIOUS ACTIVITIES REFLECTS THE ACTUAL AMOUNT OF TIME YOU SPENT FOR THE WEEK.

17. During the most recent full week, did you have the assistance of paid teacher aides or unpaid volunteers (including students) assisting you with routine activities associated with teaching?

1 ☐ YES — *(Continue)*
2 ☐ NO — *(Skip to item 19)*

18. For the most recent full week, what is your best estimate of the total number of hours (to the nearest whole hour) that paid teacher aides or unpaid volunteers assisted you during that week on the following activities? Report hours spent by unpaid volunteers who are students in this school separately from hours spent by other unpaid volunteers.

Activity	Total hours spent by paid teacher aides	Total hours spent by unpaid volunteers: students in this school	Total hours spent by unpaid volunteers: other unpaid volunteers
a. Conducting rote exercises			
b. Grading papers			
c. Keeping records			
d. Monitoring			
e. Assisting students in classroom activities			
f. Other *(Specify)* _____			
Total *(Sum of lines a. through f.)*			

19. We are interested in the quantity and sources of income for the teacher. Please fill in the following blanks, including the entry of "zero" where appropriate. Please estimate to the nearest hundred dollars.

a. Academic year base salary 1985-86 ..... $_____

b. Additional compensation during the base year from the school for extracurricular or additional activities (e.g. coaching, student activities sponsorship, evening classes, department chairmanship, etc.) ..... $_____

c. Summer school salary, 1985, this school ..... $_____

d. Summer school salary, 1985, another school ..... $_____

e. Summer activities, 1985, NOT RELATED TO SCHOOL ..... $_____

f. Estimated amount of money expected to be earned, this academic year, in NON-SCHOOL-RELATED ACTIVITIES ..... $_____

Total earned income, mid-June, 1985 to mid-June, 1986 ..... $_____

20. Are you receiving any income-in-kind during the 1985-86 school year (i.e., housing, meals, transportation, reduced tuition rates for family members) in addition to or in lieu of salary?

1 ☐ YES — *(Continue)*
2 ☐ NO — *(Skip to item 22)*

21. If you are receiving income-in-kind, what is the estimated total value of this income-in-kind from mid-June, 1985 to mid-June, 1986?

$_____

22. A number of surveys by the Department of Education seek information on the following questions. In order to have broad-based comparisons would you please give your opinions on the following.

A. If you had to choose from among the eight goals for students listed below, how would you rank them according to their importance in your teaching? Enter a "1" for the most important goal, a "2" for the next most important goal, and so on, through "8" for the least important goal

	RANK
a. Basic literacy skills (reading, math, writing, speaking)	_____
b. Academic excellence, or mastery of the subject matter of the course	_____
c. Citizenship (understanding institutions and public values)	_____
d. Specific occupational skills	_____
e. Good work habits and self-discipline	_____
f. Personal growth and fulfillment (self-esteem, personal efficacy, self-knowledge)	_____
g. Human relations skills (cultural understanding, getting along with others)	_____
h. Moral or religious values	_____

B. Using the scale provided, please indicate the extent to which you agree or disagree with each of the following statements. *(Circle one number for each statement.)*

	Strongly Disagree					Strongly Agree
a. Staff members in this school generally don't have much school spirit.	1	2	3	4	5	6
b. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	1	2	3	4	5	6
c. The level of student misbehavior (e.g., noise, horseplay or fighting in the halls, cafeteria or student lounge) and/or drug or alcohol use in this school interferes with my teaching.	1	2	3	4	5	6
d. The principal does a poor job of getting resources for this school.	1	2	3	4	5	6
e. The amount of student tardiness and class cutting in this school interferes with my teaching.	1	2	3	4	5	6
f. The principal knows what kind of school he/she wants and has communicated it to the staff.	1	2	3	4	5	6
g. This school's administration knows the problems faced by the staff.	1	2	3	4	5	6
h. The school administration's behavior toward the staff is supportive and encouraging.	1	2	3	4	5	6
i. Necessary materials (e.g., textbooks, supplies, copy machines) are readily available as needed by the staff.	1	2	3	4	5	6
j. In this school the teachers and the administration are in close agreement on school discipline policy.	1	2	3	4	5	6
k. The attitudes and habits my students bring to my class greatly reduce their chances for academic success	1	2	3	4	5	6
l. There is a great deal of cooperative effort among staff members	1	2	3	4	5	6

	Strongly Disagree					Strongly Agree
m. Staff members maintain high standards of performance for themselves.	1	2	3	4	5	6
n. This school seems like a big family, everyone is so close and cordial.	1	2	3	4	5	6
o. The principal lets staff members know what is expected of them.	1	2	3	4	5	6
p. The principal is interested in innovation and new ideas.	1	2	3	4	5	6

23. To which one of the following racial/ethnic groups do you belong? *(Check one)*

1 ☐ American Indian or Alaska Native

2 ☐ Asian or Pacific Islander

3 ☐ Black (not of Hispanic origin)

4 ☐ White (not of Hispanic origin)

5 ☐ Hispanic

24. What is your sex?

1 ☐ Male

2 ☐ Female

25. What was your age on your last birthday?

Age on last birthday _____

PLEASE NOTE: This last page will be separated from the completed questionnaire after processing

Could you please give us a phone number and times at which you can be reached, just in case we have questions about your answers?

Phone number: (___) _____

Days/Times: _____

_____

_____

Name (please print): _____

THIS COMPLETES THE QUESTIONNAIRE. THANK YOU FOR YOUR COOPERATION

ED(CS) FORM 2455 A. 12/85